

**"A COMPARATIVE STUDY OF SOCIAL AND EMOTIONAL
DEVELOPMENT OF LATE CHILDHOOD CHILDREN OF
WORKING AND NON-WORKING WOMEN"**

THESIS

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Faculty of Home Science
Bundelkhand University, Jhansi**



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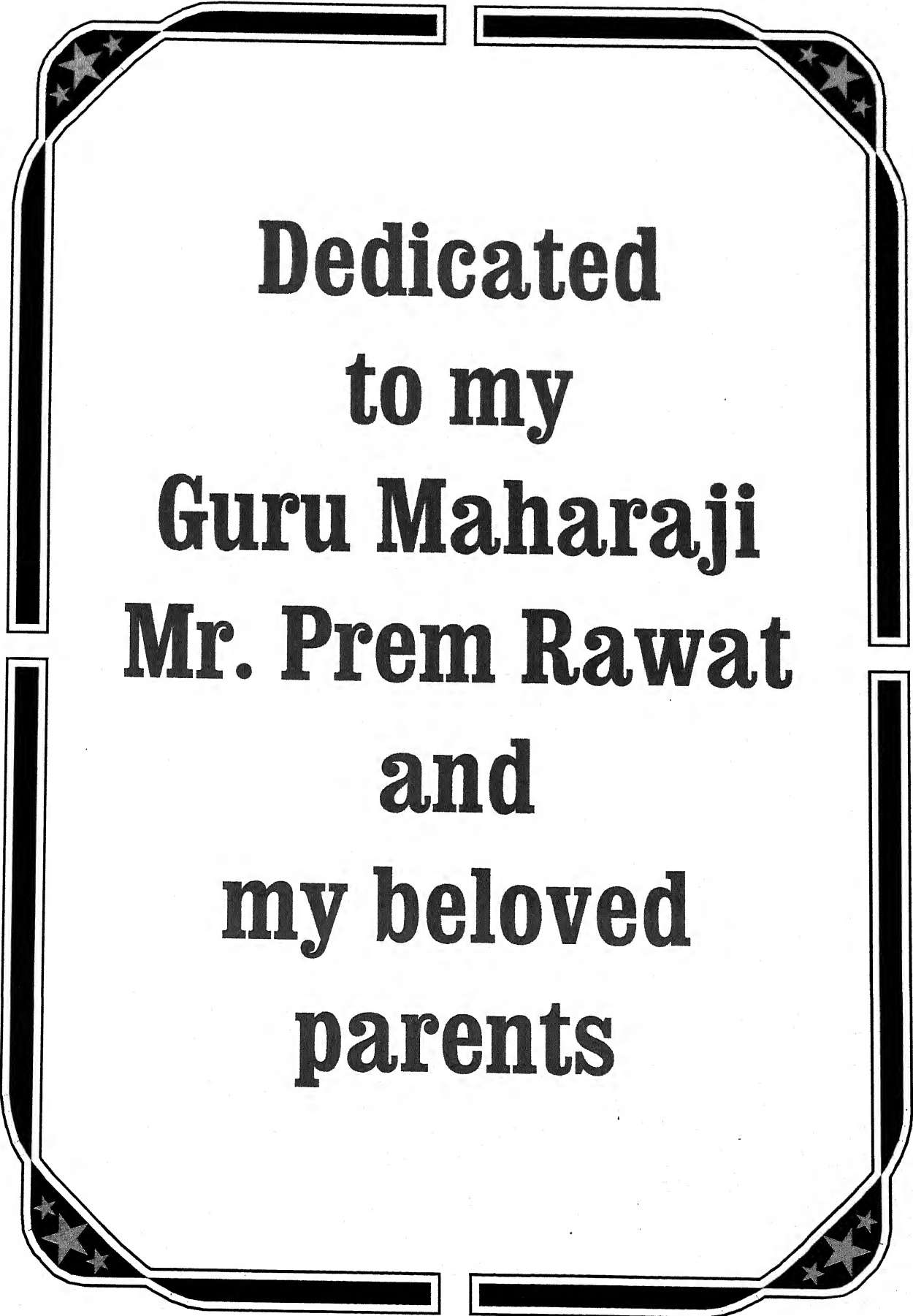
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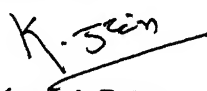


**Dedicated
to my
Guru Maharaji
Mr. Prem Rawat
and
my beloved
parents**

CERTIFICATE

We, the undersigned members are the supervisor and co-supervisor of Anupam Tomar, a candidate for the degree of Doctor of Philosophy in Home Science agree that the thesis entitled "A comparative study of social and emotional development of late childhood children of working and non-working women" may be submitted by her in partial fulfillment of the requirement for more than 200 days to complete the research work.

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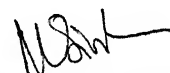
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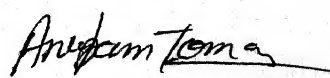
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Date: 18/10/07
Place


(Anupam Tomar)

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INTRODUCTION



Chapter-I

INTRODUCTION

Social development means acquisition of the ability to behave in accordance with social expectations. Becoming socialized involves three processes which although they are separate and distinct, are so closely interrelated that failure in any one of them will lower the individual's level of socialization.

Thus social development is the ability or skill by means of which an individual maintains order and system in his relation with other beings in his neighbourhood, besides adapting his behaviour to them. Man is a social being influencing the conduct of others and being influenced by their behaviour, in his turn. Social relationships depend upon the mutual adjustment between such behaviour. Interests, attitudes, habits, etc., bear much importance for this mutual behaviour. Development of all these elements is part and parcel of social development in general. During the different stages that an individual passes, social circumstances in his immediate neighbourhood, his relations with others and their expectations of him undergo constant change. Social development accords an individual the ability to adjust to his present social circumstances and to behave in accordance with the wishes and desires of other people. If adult men or women were to be seen playing with dolls, it would be considered socially undesirable and improper whereas it is perfectly reasonable for a child to indulge in this sort of entertainment. Due to social development, the individual's conduct conforms to the requirements of his age, his social status and social functions. In the words of powers, "Social development can be defined as the progressive improvement, through directed activity, of the individual in the comprehension of the heritage the formation of flexible conduct patterns of reasonable conformity with this heritage.

Social development in late childhood

After children enter school and come into contact with more children than during the preschool years, interest in family activities begins to wane. At the same time, individual play gives way to group games. Since group games require a large number of playmates, the older child's circle of friends gradually widens. With change in play interests comes an increasing desire to be with, and to be accepted by, children outside the home.

Upon beginning school, children enter the "gang age" – an age when social consciousness develops rapidly. Becoming socialized is one of the major developmental tasks of this period. Children become members of a peer group which will gradually replace the family in its influence over their attitudes and behaviour. The peer group, as defined by Havighurst, is an "aggregation of people of approximately the same age who feel and act together".

During the transition from the pre-gang age of early childhood to the gang age of late childhood, children shift from one group to another or from group to individual activities. The "shifting group" stage bridges the gap between the pre-gang and the gang ages. The informal play group of the early school days consists of only two or three children. It is formed to carry out a specific play activity and is thus transitory. The activity itself, not friendship, is the basis for the organization of the group. Within the group, leadership swings from one child to another, depending on which child takes the initiative in a specific activity. There are many brief quarrels, but these have no permanent effect on the makeup of the group.

Childhood gangs

The childhood gang is a spontaneous local group having no authorization from outside and no socially approved aim. Although adults may know that it is

being organized, it is formed by the children themselves, without support from parents, teachers, or youth leaders. It is an attempt by children to create a society adequate to meet their needs. As such, it is a substitute for adult society and for what that society fails to give. It offers relief from adult supervision, though it may not be hostile to the adults in authority. The gang is not necessarily a product of substandard environments, it is also found in good environments.

Characteristics of social development

A definition of social development is the acquisition of the ability to behave in accordance with social expectations. A less formal definition might be learning the rules of the game'.

The process by which one learns the rules is called socialisation, a process which includes three components. :

1. **Learning how to behave** – This involves first of all coming to understand what the rules are and then learning to obey them.
2. **Playing approved social roles** – Every group has its own defined roles that people are expected to play, parents are not supposed to behave like children, medical students are indulged but once they qualify they are expected to behave like doctors.
3. **Developing social attitudes** – Children realize the value of group membership and feel a need to join.

Factors responsible for social development in late childhood

Some of the following factors have important roles in social development of the children.

1. The Physiological factors

Growth and social functioning are influenced by physiological factors. The child who is slightly deficient in physical trait may experience, in relation to his own aspirations, a slight handicap in social relations in his age group. Certain factors of the nervous system and the endocrine glands play their part in determining the child's patterns of action and outlook on life. Bose and Biswas (1972) conducted a study on the social world of some physically handicapped children developed marked differences between "ideal self" and "self concept" under the influence of uncongenial interactions with different personalities present in their social lives. As a victim of diseases, they were a social but not anti-social.

2. The family

Among the various social groups, the family occupies the first and the most significant influence for the social development of the child. It does not only provide the hereditary transmission of basic potential for his development, but also provide environmental conditions, personal relationship and cultural patterns.

The home derives its force in the life of the child from one salient psychological fact, namely, the determinative weight of early associations and conditions in later conduct. Research investigators have noted the potency of early conditioning and that long before the child reaches school age his negative tendencies are heavily overlaid with a superstructure of conditioned reactions. Chauhan (1963) found that truants lacked love of the mother in early years of development.

Parent child relations have various dimension of interaction and as such, remain basic for socialisation of the child. Child's acquisition from the parents in terms of "acceptance rejection, 'dominance-submission', 'lovelate', 'democracy-authoritarianism, 'trust-distrust', 'reward-punishment', tolerance etc. determine his

adjustment and potentiality of behaviour not only in the family but in other social spheres of interaction as well. Parent child relationship determine behavioural adjustment of the child in family as well in other areas. Jai Prakash and Govind Tiwari (1974) conducted a study on parent-child relationship and drop-out behaviour of 100 drop out and 100 non-dropout students taken from 201 primary schools of Agra city. Author applied 5 point scale and an interview schedule. They found that the dropout parents, in their treatment toward children give significantly greater weight to punishment, cooperation and autocracy. The non-dropout parents lay significantly greater emphasis upon possession, trust, help, love and dominance.

3. Religion

Like home, religion has long been regarded as a primary social institution. Religion plays a dominant part in the determinant of the direction of social functioning of the child. Religion is also of dominant influence in the determination of social attitudes.

4. Government

Government is tremendously potent factor in the determination of the conduct lines in the individual. Brij Mohan (1969) has advocated for the reorientation of social policy for the welfare of the children. Government frames social policy for removing poverty and appalling backwardness of the Indian masses that is just conducive to the individual development.

5. Language

Language, in many way, is the most fundamental of institutions. The basis of the fundamental importance of language is social functioning. Suppose for example, that language and the communicative arts were to be blotted out on the instant, social functioning, both of individuals and groups, would be temporarily at a standstill and impaired permanently.

6. Education

As a social institution that determines the growth of individual, education is second to none. It is the agency that society has set up to allow the child a period of experimental social functioning and growth. The school, like the family, is a potent institution in the development of the social behaviour of the child. It provides a complex of social situations or a miniature social world in which children live and perform their function in interaction and under the guidance of the teachers.

7. Peer group

The child is introduced to the social world outside his family, mainly for play purposes and for seeking friends of his choice in the immediate neighbourhood. The peer groups satisfy various needs of the children like acceptance, achievement, affection, approval belongingness, fame and recognition, expression of thought and opinion etc. They play an important role in the social development of the child because of their emphasis on education in the rights of others, in acceptance of common group rules and discipline, in mutual understanding and cooperation, in play and activities and in the consciousness of a sense of justice.

8. Physical environment

In these days of considerable urbanisation, much attention has been given to the effects of certain special types of environments, such as population, congestion, upon social behaviour. It has been established that there is a lower incidence of juvenile delinquency in the areas contiguous to play fields than other parts of congested areas.

9. Class status

The role of class status in adjustment is illustrated in the results of an investigation by Heintz (1949), Kuhlen and Lee (1943) pointed out that an acceptable social status is necessary for a satisfactory social development. Different

patterns of social behaviour are manifested by children from different social strata and socialization in any given instance cannot be understood without taking this fact into account. In India, the constitution has provided special privileges to the scheduled caste and scheduled tribes. Still they have not been fully assimilated into the main stream of Hindu society. Untouchability has been declared illegal. Still there is a social distance between so-called upper castes and lower castes. Prejudices are prevalent in Indian society. All these factors play an important role in the socialisation process of Indian child.

Socialisation

Socialization is the process whereby an individual learns to behave in accordance with social traditions and mores. The human child possesses a tendency towards imitation. The child develops according to the environment in which he lives. The individual tries to win the praise of the group in which he lives. Man is a social being. He, of his own nature, tries to adopt the culture of virtue of this that he is believed to be superior to animals. Socialization brings balance to his personality because the social aspect of personality also is very important. Through socialization the individual learns to control himself in the interest of society and realizes his responsibility towards others. Socialization develops in him the community feelings and he learns to cooperate with others.

Individuals influence each other by means of imitation, suggestion and sympathy. In addition to these, social institutions and associations also carry out the individual's socialization. The individual is influenced by many processes in society, praise and blame, cooperation and conflict, submission and ascendancy. These help to form his personality and individuality. Education is the most prominent means to socialization.

Socialization in the Family

The family plays perhaps the most dominant role in the individual's socialization. The child finds much to learn in the behaviour of his family members, parents, relatives and friends. He imitates them in their mannerisms, behaviour, clichés, etc. He tries to avoid such activities which result in punishment or which are considered bad in the family. It is the family environment which forms his good habits and it is in the family that he acquires criminal tendencies. In the book, *New Light on delinquency and its treatment*, Healy and Bronner have written that juvenile delinquents mostly hail from families which at one time or another, have suffered some hindrance in the fulfillment of social relations. Psychoanalysis, prominent among them are Freud and Adler, have provided that a man behaves in society according to whatever he has become in the family. Termann, the author of *Psychological factors in marital happiness*, has said that only those individuals can make marriage a success whose parents were contented. The preface writer of *Women of the street*, a searching book on London prostitutes, has stated that the problem of prostitution is the problem of the parent-child relationships. Boys and girls are spoiled when family contentment and peace are lacking. Many similar circumstances give birth to many thieves, murderers and prostitutes.

SOCIAL DEVELOPMENT DURING CHILDHOOD

Most children go to school when they attain to childhood. Hence the social development of this period is particularly influenced by the atmosphere in school and play ground. It is a part of the teacher's job to provide by creating such an atmosphere in the classroom, school and play ground in which healthy social development of the child may take place. Games have a special significance for the child's social development during this period of his life. Teachers should organize such games that provide satisfaction of the child's social needs, and the needs of his

social development. And, in this, it is desirable if individual differences between children are also kept in mind. As a general rule, the child's social behaviour is not fixed or properly patterned by the age of six, it being influenced by such factors as his social consciousness, the ability to mould himself according to the rules in force in school, physical experience and mental development, etc. The moment a child enters the portals of his school, he is faced with new problems of social adjustment.

FAMILY AND SOCIAL DEVELOPMENT

Human personality develops in a social environment. In the childhood the personality of an individual is very susceptible to change and variation. He can be turned in practically any desired direction. The famous psychoanalyst Freud has contended that the personality of man is formed in his childhood and the period after than marks only its development. In view of the fact that the experiences, habits, etc., acquired in childhood are so extremely important, the family situation also becomes important because the childhood of the individual is spent within the precincts of the home. The family situation can be regarded as comprehending three facts – (a) Relation of parents to child, (2) Order of the child's birth, and (3) Presence of brothers and sisters and other members in the family. The important role played by the family in the formation of the child's personality can be clearly realized after these three aspects have been studied.

Role of the Family in the Social Development of Children

If the child is to learn to live socially with others, he must, first have ample opportunities to learn to do so. What the child's attitudes towards people and social experience will be and how he will get along with other people will depend largely upon learning experiences during the early, formative years of his life. Since early associations are almost exclusively with family members, the individual's attitudes and behaviour in social situations are home grown.

The social behaviour and attitudes of a child reflect the type of child rearing methods used by his parents. Children who are raised democratically are active and socially outgoing. In the democratic home there is not only freedom but also a high level of interaction between parents and child because of the parent's spontaneous expression of warmth, children from democratic homes usually make the best social adjustment (Marshall, H.R. and B.R. Maccandless, 1957). Motivation is an important factor that influences the social behaviour of a child. The child's motivation will in turn depend upon the satisfaction he derives from social contacts. If his attempts at being social are reinforced it is likely that he will enjoy his contacts with other people and he will in turn want to repeat them. In case he does not receive the required reinforcement for his behaviour he will tend to shun people.

One way that children learn socialized behaviour is by imitating the behaviour of their care takers and later learn to identify with them. Unless the child is fortunate enough to have a good model for identification he may find himself imitating behaviour that leads to poor adjustment. Children require a lot of encouragement for their efforts to develop into social beings. Therefore, it is necessary for the parents and family members to provide a direction and guidance through constant reinforcement of those behaviours that are appropriate according to the norms laid down by the society so that the child is able to make better adjustment in later life.

Emotional development

The word "Emotion" is a derivative of the Latin word 'emovere' which means 'to shudder'. Thus emotion is that state of the individual which deprives him of his equilibrium. In fear his teeth are clenched together, his body shudders and signs of perspiration can be seen upon his forehead. Emotions shake a man violently. Even when the object of his anger is no longer present, the persons' arms

twitch uncontrollably. Emotions stimulate the energies of the creature and assist him in dealing with emergencies. In emotional condition he performs action which he is incapable of performing in a normal state. But sometimes, though comparatively infrequently, a person is absolutely stupefied and fails to perform even the ordinary activities. These mutually contradictory results bear testimony to the fact that it is difficult to define emotion. Though psychologists have not differentiated between motive and emotion, everyday experience shows that there is some difference. Similarly, some psychologists do not find any difference in physical activities and emotions. But experiments reveal this difference which is by no means negligible.

EMOTIONAL DEVELOPMENT DURING CHILDHOOD

Emotional development during childhood is more susceptible to the influence of friend circle than of the family. The friends can either belong to the neighbourhood or to the school. It is in this age that the child first goes to school. Hence, his emotional development is now also open to such influences as the teacher's behaviour and the atmosphere within the school and classroom. The proper emotions can be willfully created in the child by the teachers setting the appropriate examples, the same measure also being effective negatively in blocking and preventing the development of undesirable emotions. Creating a proper atmosphere for the child is equally important. He must be encouraged to take interests while at the same time the child should have a sense of belonging and should not feel a stranger in school. These are the methods by means of which ideal character can be developed in the child. In childhood, the manifestation of emotions becomes more specific and precise but the child is devoid of the impetuosity of infancy. At the same time, the child shows no reaction to many things that in infancy led him to react violently. He does not show anger at being bathed or

dressed, neither does he show any fear of strangers. In this age, the child is almost invariably the member of some one or the other group, in the activities of which he participates actively. Sometimes, undesirable and harmful tensions and hatred develop among different groups, in which case it is necessary for the teachers and well wishers to intervene and remove the tension generated, as such tensions can lead to the development of undesirable emotions and complexes. Fear is engendered in the child if physical punishment is used to teach him, the outcome being his desire to escape from study. Gentle behaviour on the part of the teacher pays dividends in the form of proper emotional development and adjustment. It is for this reason the more women than men are employed to teach small children. The atmosphere in both school and home should be as free as possible since only then the child can freely manifest emotions. If free expression of emotions is hindered because of the presence of excessive control and strict discipline, the child develops all kinds of mental complexes which are very harmful as regards his mental health the development. Presence of good ideals in healthy school and domestic atmosphere is itself a sufficient condition for the natural development of laudable emotions. Similarly, if the ideals present in the school and at home are low and detestable, then even the greatest amount of precaution and care cannot avoid the development of improper emotions. Repression only leads to the suppression or control of the expression of emotions, but not their destruction, and this repression is often more dangerous than if the emotions were expressed.

FACTORS RESPONSIBLE FOR EMOTIONAL DEVELOPMENT IN LATE CHILDHOOD

Degree of deprivation

A slight frustration of desire for affection whets a child's desire for it. For example a child competing with siblings for the mother's or father's attention

becomes friendly and eager to please. Pronounced deprivation of affection leads to many of the serious effects reported in the text.

When the deprivation occurs

The critical period for deprivation of affection is from 6 months to 5 years of age. Deprivation after 5 years has minor effects because the child can find substitute satisfactions before that time it has little effect because an emotional attachment was never firmly established.

Person from whom the child is separated

After becoming accustomed to the care and love of the mother or mother surrogate, a baby or young child cannot comprehend the sudden withdrawal – even temporarily of this source of emotional security. As a result the child feels unwanted, unloved and rejected.

Extent of separation

When young children are separated from the mother or mother substitute for a long time, the effects are more serious than when the separation is temporary if the deprivation lasts for less than 3 months reestablishment of emotional interchange will lead to a resumption of normal physical and mental development.

Personality

Some children are dependent and crave more or less constant attention and affection while others can be happy with less. Self bound children have less craving for affection than do those who are outer-bound.

Ordinal position

Firstborn children, accustomed to constant attention and affection from the mother, are more damaged by emotional deprivation than are their later born siblings.

Family size

Children from large families are accustomed to fewer contacts with the mother and are less damaged by emotional deprivation than only children. Since children from large families are often cared for by mother substitutes, they do not become dependent on any one person for affection.

Satisfactory substitute source of affection

Much of the psychological damage from emotional deprivation can be avoided if there is a satisfactory substitute for the child's original source of emotional satisfaction. In adoption, babies or young children soon adapt themselves to their substitute parents and make good adjustments.

CONTROL OF EMOTIONS

A child's behaviour is more guided by his emotions than by his intellect or reason. His behaviour distinctly manifests the influence of emotions such as fear, love, anger, hatred, etc. Some emotions guide him to extremely desirable and likable forms of conduct but when in the grip of other emotions, he descends to the level of beasts and behaves in the most detestable manner that can only lead to scorn from his elders. Thus, the necessity of controlling emotions becomes evident. Experience and behaviour show the extent to which emotional imbalance is harmful both to the body and the mind, as it results in all kinds of nervous and mental diseases. But the control of emotions through their repression is no less harmful. Psychoanalysts have made a detailed analysis of the various neuroses that result from such repressions. The best methods of controlling emotions, in fact, is to prevent the occasions and opportunities that excite emotions. Auto-suggestion is another means of controlling emotions. If one makes it a practice to avoid using emotions they will weaken through disuse and atrophy. When the stimulus of one particular emotion is willfully conjoined to another emotion, the undesirable

emotion will disappear. If the emotions can also be expressed through some harmless and innocent channel, then the excitation that accompanies emotions is destroyed thus facilitating the control of that emotion.

1. Anger

When a child is in the grip of anger one sees various kinds of agitated facial expressions to destructive behaviour. A child discovers early in life that by feigning anger he can attract the attention of others and can often obtain anything he desires. Hence, as he grows older he learns to adopt varying forms of anger to suit varying situations. But, obviously, the adult has greater occasions to display anger than the child.

Children become angry normally when something obstructs the fulfillment of their natural needs or the performance of some activity, or even if their self-respect is injured. When the child, for example, is playing, he does not like to be interrupted, but if he is then he becomes angry. Even when the child wants grown up people to pay attention to him and they do not, he becomes angry.

Jealousy

Children can be jealous of other children over almost anything. Normally this jealousy arises when the child observes another child's superiority in some respect. Superiority may be the result of something that he possesses or some power that he may be capable of exerting or his success in some field. This causes the jealous child to feel afraid and inferior. It angers the jealous child although he cannot express anger. Obviously, jealousy is a mental state in which the emotions of inferiority, dependence, fear and anger are mixed up. A major cause of jealousy in children is the loss of the parent's love or the fear of such loss. Whenever a new child enters the family the existing child fears that now the parents will forget him, and if this fear turns into reality the child becomes jealous of the intruder. Apart

from the loss of love that he suffers, the child feels that his self-respect has been injured, and this adds to the jealousy. Jealousy, therefore, is normally connected with other individuals. Whenever the child finds that his respect, love or some physical possession has been taken by another child he becomes jealous of him. At time this jealousy is expressed in violent actions but more often its expression is indirect. Anger often accompanies jealousy, along with the desire to attack or to avenge oneself. Fear and inferiority also go to make up jealousy. Jealousy has serious repercussions on the child personality only when it is permanent, although it can be both permanent or short-lived. Temporary moments of jealousy occur to every individual at some or the other stage of his life, and hence it is normal behaviour which causes no particular harm.

3. Friendship

Friendship is normally taken to mean the mutual intimacy and ties of affection between two individuals. It may be short enough to last no more than two days or permanent enough to last the lifetime of the two parties. Children normally tend to form friendships from their third or fourth year. Often one of the two children tends to overshadow the other, but at times the relationship is reversed and the master takes on the mantle of the slave. Excessive friendship between two children often hinders their forming contacts with others and for this reason such strong relationship should be discouraged in the earlier stages. It is desirable for the child to live in a situation where he comes into contact with a number of children.

5. Role of mother

The mother occupies a very important place in the child's life. In the first few months of his life he is entirely dependent upon his mother for the satisfaction of his physical and mental needs. For many more years it is the mother who satisfies his psychological requirements. Her influence begins to diminish only when he begins

to play with other children before he goes to school his mother is the single major influence. When he goes to school the teacher becomes an important influence in his life, yet at no stage during childhood does the importance of the mother ever decrease. It has been seen that male children have greater emotional attachment with the mother than female children.

If a mother so desires she can teach the child anything she wants, because she is loved most by the child. It is necessary for her to attend to the child's physical, mental, emotional, moral, aesthetic and social development. A child's education in these spheres can be achieved through telling him different kinds of stories and giving him examples. Both excessive love and excessive criticism are undesirable. A child should be confident that his parents will always behave with fairness and justice, for only then will he obey them. A mother can teach the child about good conduct and character by herself putting the right ideals before him. This radical influence of the mother can be seen in the lives of all the great leaders of the world.

Role of the Family in the Emotional Development of children

The experiences a child has during his early years leave a lasting impression on his personality. Any emotional damage inflicted during childhood has far greater effects upon the development of the personality than a similar damage done at a later period (Bartemacier, 1953).

The type of home life the child has is largely determined by the parents. Families where there is lack of interest in the child and lack of affectionate relations among family member lead to the development of emotional instability and poor adjustment on the part of the child (Watson, 1957; Russel, 1957), Erikson (1950) spoke of the necessity for a child to develop a sense of basic trust in his relationship with his parents. This is a requirement for development of a healthy personality.

From this basic trust in parents stems a basic trust in the world, in the universe, in other people, and most of all, in one self. With this comes sense of security, of self acceptance, and it all goes back to early acceptance by parents.

Another important factor about the home environment in relation to emotional development is regarding how the child perceives the attitudes of his parents. A child who perceives himself as accepted show greater ego aspirations, and independence from parents than one who feels rejected (Peterson, Backer, Shoemaker, Luria, and Hellmer, 1961). Mothers who are not nurturant, it has been found, cause children to be hostile, dependent lacking in conscience; their children are found to exhibit generalised expectation of failure, accompanied by lack of self confidence (Finney, 1961).

A child's development is also influenced by his parents through his tendency to imitate them and to identify himself with them. That children imitate their parents is seen in the fact that the personality pattern of both boys and girls in early childhood more closely resembles that of the mother than of the father, owing to the more constant contact with the mother (Bronson, 1959). Observation of the behaviour of parents and other people also determines how the child will act in a particular situation. If he has observed his parents and other family members fighting when they are angry he is likely to do so too. On the other hand if he has observed his parents sorting out their problems amicably he is likely to follow that approach when he comes across a similar situation. As the child grows, on the basis on his present and past experiences he learns to use his judgment with respect to his own actions and tries to behave in accordance with the expectations of the society.

Emotional problems

Individual differences play a minor role in determining the nature of the emotional problems of children, for, in most cases, these problems are common to

many children. One major problem concerns the love of the parents for their child. If the child gets less affection than he needs then his feeling of insecurity and dependence take a deep root, while excessive love serves to disturb the child's balance. The solution of the problem lies in the parent's exercising proper care in lavishing affection on their offspring. Harm is done either when the love bestowed is not sufficient or is in excess. Another emotional problem common in children is created by the behaviour of other members of the family towards.

Effect of maternal employment of late childhood children

Women have always been an integral part of any society. But due to social structure, cultural norms and value system they have never enjoyed the same status, privileges and rights as that of men. They have been accorded an unequal or inferior position to that of men in the society. They have been denied equal opportunities for participation in the economic, social and political activities. The roles of men and women have been specifically defined, women being primarily associated with the home and men with occupational responsibilities outside the home. The women is expected to look after domestic chores such as cooking, serving food, washing, cleaning, looking after children etc. The situation has been somewhat different in the lower socio-economic groups where women not only look after the home but also work for wages. Similarly women in rural areas have worked along with men in activities such as farming, spinning etc. and have been an integral part of the household economy.

The social and cultural set up of India has changed rapidly in the last three decades after independence. Due to the efforts of Mahatma Gandhi and other national leaders a vision of a new society has been conceived where the humble and the oppressed were to get a new deal and women were visualised as more emancipated. The values set by Indian Constitution after Independence stress a

socialistic pattern of society under democratic form of government, where in equality, freedom, and non-exploitation are granted to all sections of the people irrespective of their race, religion and sex as their Fundamental Rights, Article 15 of the constitution lays down that "the State shall not discriminate against any citizen on the ground of sex. Though the Indian Constitution has granted equal opportunities to all, the impact of these rights and opportunities has been rather slow because of the existing age-old traditional values that inhibit women to utilize these rights to their advantage. Gradually the traditional role of a women is changing as girls have started going in for higher education and have started taking up full time jobs. There is also realisation on the part of the women that their lives have a more serious objective to fulfill than merely being confined to the home.

The process of urbanisation and industrialization brought many changes in the value system of the society. Many of the traditional arts were dying because of modern technology resulting in an increasing drift of people from traditional to new occupations. Mobility resulted in the break in the joint family system. Though the contacts with their kith and kin had been maintained by the people who left their villages for cities, yet there had been a tendency toward individualism which affected the economic pattern of the society.

With the emergence of a new economic pattern, increasing, opportunities for education, rising standard of living and increased modernization, women from the middle and upper class families have also started coming out of their traditional role of a home-maker to join the work force. The number of working women has been increasing year by year. Increasing price line has made it almost imperative for the women to pitch in and supplement the family income so as to maintain a fair standard of living.

Such long absence of the mother from the home, has its social implications, particularly from the point of view of the development of children. It has created a great deal of concern amongst the social scientists and has paved the way for controversies regarding maternal employment and child development. Certain sections of the Indian Society do not approve of a mother with small children to take up job outside the home. They hold the opinion that a mother should give all her time and attention to her children particularly during the early years of a child's life.

The psychologists also stress the importance of early years (Bloom, 1964; Brunner, 1965) and point out the need for a warm and intimate relationship between the child and the mother in which both find delight and satisfaction. Early years are critical. Cognitive and affective inputs at this stage have important implications for an individuals' subsequent development. Therefore doubts are expressed regarding whether the working mother will have enough opportunity and strength to develop a loving relationship which is essential for the young child's personality development.

Since the mother goes out to work at places which are often far away from home, the children have to be left almost always with a relative or a hired servant and sometimes, if facilities exist, at a day care centre. Then the question arises are these agencies/individuals in a position to provide the care and attention so vital for the child's total development?

The pattern of child rearing among the working and non-working mothers has been found to vary in different ways. What effects do these different child rearing practices have on the cognitive, social and emotional development of children.

As the number of full time working mothers is increasing day by day, it has become necessary to seek empirical evidence for the effect, if any, of maternal

employment on the socio-emotional development of their children. The main purpose of the present study, therefore was to identify the differences if, any between the children of working and non-working mothers in terms of their socio-emotional and educational development. The study, thus, would provide an insight into the effect of maternal employment on the children and would provide basic data for planning future programmes for women and children.

Keeping in view of the above facts, the present study has therefore, been designed to investigate the "A comparative study of social and Emotional development of late childhood children of working and non-working women" with the following specific objectives.

1. To study the socio-economic profile of household of late childhood children of working and non-working women.
2. To study the social and emotional development of late childhood children of working and non-working women.
3. To compare the social and emotional development of late childhood children of working and non-working women.
4. To assess the factors hindering social and emotional development of late childhood children.

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**REVIEW
OF
LITERATURE**



Chapter-II

REVIEW OF LITERATURE

Review of literature is very important for any type of research work. A brief review of available literature is presented in the chapter, which provides a basis for the theoretical framework and interpretation of findings.

Haviland and Lelwica (1987) says from birth interactive responses emerge and transform into more complex social interactions. During the first year infants can distinguish and react appropriately to emotional expressions of caregivers. According to them social behaviours such as gesturing and touching increase from six to twelve months.

Harris and Gross (1988) says that the four years of age children are taking into account the desires of others in predicting their emotional state. At this age children are also involved in social exchange, and sharing with their friends and peers is usually a very well mastered norm. Indeed, **Strayer (1986)** asserted that children at this age are more interpersonally oriented.

Garcia Coll and Magnuson (1988) says the culturally appropriate scales are necessary since the way parents relate to children, the amount of freedom allowed, the expectations they have, among other events differ from one culture to another. Consequently standards of social adjustment vary with the cultural norms by which they are judged. Appropriate assessment devices, therefore, must abide with cultural norms and this appears to be a very important factor in assessing the child's scholastic potential.

Devi Laxmi (1998) says the process by which an individual behaves or imagines himself behaving as if he were another person in a novel, film or play and imagines on self

behaving like that character. At a deeper level, one imitates a person to whom one is closely tied emotionally.

Hartup (1989) says that regards this ability to develop social competence as one of the most important developmental task in early childhood. The development of social competence has been related to later adjustment and academic achievement.

Firstly, **Dishion (1990)** found a relation between the family ecology and the rejection or acceptance by peers. **Petti Dodge and Brown (1988)** have stressed the importance of considering the family relationship factors to develop social competence in children. **Baumrind (1971)** analyzed the effects of different parenting styles on children's social interactions. During preschool years the parenting style is an important issue, since it would affect the child social abilities. Children at this age usually test the limits their parents impose on their behaviour. They have a strong desire to control their own environment. The way their parents respond to this is important. Parents tend to have different beliefs and styles of parenting. Understanding the parents' style of authority will lead us to understand the child's way of relating of others.

Saami (1990) revealed the third dimension is emotional competence, which we define theoretically as the multi-faceted ability to strategically be aware of one's own and others' emotions and to act on this awareness, so that one can negotiate interpersonal exchanges and regulate emotional experience. Constituent elements of emotional competence include abilities to : (i) Express and experience a broad variety of well-modulated, not incapacitating, emotions, (ii) Regulate the experience and expression of emotion – when “too much” or “too little” emotional experience, or the expression of emotions, interferes with one's intra or interpersonal goals.

Pellegrini and Glickman (1991) have argued that information to assess social development should be obtained not only from direct observations of target behaviours, but from information given by parents, care takers, teachers and others in contact with the child. In addition, it demands the development of valid and reliable instruments that are pertinent to the theoretical stand taken, and are also adequate for the target population.

Wentzel (1991) says asserts that social competence in childhood is a powerful predictor of academic achievement, stated that children who develop appropriate social skills are less likely to display current and future problems of adjustment only by understanding the nature of the developmental process is it possible to understand the links between early adaptation and later disorders.

Ainsworth and Boluby (1991) leads to a child able to feel fine when the parents leave, but also show interest or satisfaction when they return. This will allow the child to engage in other activities when the parents are not around without any fear or rejection to the parents when they return.

Annon (1991) says within social/sexual learning situations, a model developed offers a decision making hierarchy to enable each of us to determine our level of comfort with a topic and to seek additional personal or professional resources as needed. The model provides a progression from simple permission giving to providing limited information and specific suggestions, and/or to seeking intensive therapeutic intervention. It offers an opportunity for staff and parents to work together in defining their respective roles in dealing with social/sexual issues in the lives of children and youth with visual impairments and realize that it is okay to seek help and not to have all the answers in how to intervene or facilitate each child or young adult's social/sexual development.

Edwards (1991) says that the key components of a method for instructing children, adolescents, or adults with visual impairments with or without additional disabilities in social/sexual skill development are having an approach which is both adaptable to their wide range of functioning levels and which raises staff confidence and comfort in dealing with these issues.

Finney (1991) says important factors about the home environment in relation to emotional development is regarding how the child perceives the attitudes of his parent. Mothers who are not nurturant, it has been found, cause children to be hostile, dependent lacking in conscience; their children are found to exhibit generalized expectation of failure, accompanied by lack of self confidence.

Dund and Kendrick (1992) says by the age of three children can marshal some very sophisticated reasoning about social relationships. Children understand the connection between their own actions and the other person's state of pain, anger or amusement. Their power of understanding and knowledge of social rules may be used in struggles to get their own way. By the end of the third year children not only recognize what others want but they grasp the idea that sharing is often expected from them.

Dund and Kendrick (1992) reported that in their second year children show helpful and cooperative behaviour and empathetic responses to the distress of others. The forms of social interactions after two years of age become increasingly varied. Children at this age show different degrees of social awareness, cooperative play, understanding the feelings of others and social norms.

Singh (1992) says in her study of role conflict, career and family on 117 married working women both educated and uneducated from Punjab revealed that only 25 per cent of working women were fully satisfied with the time they were

devoting to the children while 70 per cent felt that they really were unable to devote proper attention to their children and home as the major part of their day was spent outside the home.

Reported that working mothers perceived less infant distress at separation, were less anxious about separation and were less apprehensive about other care givers than non working mothers.

Monat (1993) says children and adolescents with visual impairments are so diverse in terms of their levels of functioning, living situations, and levels of social supports, that no one answer can be given as to how or when to teach them. Since each child, youth, or adult brings to each situation their own unique personality, level of skills, and learning style, their needs and intervention strategies must be considered from an individual perspective.

Azmitia and Hesser (1993) say if parents are important agents of socialization so are siblings. The great majority of children have at least one sibling. Interactions with siblings contribute to develop the child's understanding of the needs and feelings of others. According to them siblings are considered agents of cognitive and social development. Siblings spend a significant amount of time together. The positive quality of their interactions and the high degree of mutual imitation suggests that they enjoy each others company and are interested in each other's behaviour.

Kakkar's study (1993) found that children from large size families i.e. family units consisting of three children showed significantly less of problem behaviour than the children from the families who have one or two children. The sample consisted of subjects in the age group of 3 to 8 years and some of behaviour problems studied were, delinquency, unsocial behaviour, aggressiveness etc.

Brown (1994) defined policy, developed wherever possible with the input and review of staff, parents, and consumers, should outline not only the school or agency's philosophy, but even more importantly the roles and responsibilities of the child, youth, or adult with visual impairments and the staff to enhance social/sexual learning. Since policies will vary with individual settings, the reader is referred to the Human Sexuality Handbook; Guiding People Towards Positive Expressions of Sexuality.

Brody and Stoneman (1994) says the origins of social behaviour can be observed in very young children. Different types of studies have analyzed the early foundations of social interactions; sensitivity to others, differentiation of self from others, interactions with mothers, responsiveness to siblings.

McCoy *et al.* (1994) believes that the mismatch between their competencies encourages the acquisition of skills. Children's experiences with siblings provide a context in which interaction patterns and understanding skills may generalize to relationships with other children.

B.G. James and C.R. Beth (1994), the paper identifies the social, psychological and cognitive effects of parental alcohol abuse on children across the lifecycle. While the evidence regarding cognitive effects is mixed, there is ample evidence of negative effects on a range of developmental outcomes. Recent advances in unilateral partner interventions open up one avenue for ameliorating this damage even when the drinker is resistant to change.

Miller (1994) says this lack of social-emotional development seems to stem from the interplay of many factors which can not be truly isolated from one another. The purpose of this overview, however, will be to reflect upon some of the causes of this social lag and to illustrate the role of both staff and parents in remediation of social/sexual learning deficits.

Gordon (1994) says in order to begin to provide social/sexual education to children and young adults with visual impairments, we need to reflect upon our attitudes toward sexuality, our level of accurate knowledge regarding sexuality, and even more importantly our attitudes, feelings and beliefs regarding sexuality for people with disabilities. We need to examine our feelings regarding the rights and responsibilities of individuals with visual impairments in the areas of sexual expression, privacy, access to information and services, the ability to choose relationships and living arrangements, and in general to make decisions which affect their social/sexual lives and allow them to develop to their fullest potential.

Allen (1994) revealed an audiotape such as *Your Changing Body* offers a time for guided self exploration and can build both language and concept skills and offer a base for instruction in bodily changes and development. Books on tape or in Braille can also offer such a common jumping off point for parents, staff and the child or young adult to share information on social/sexual topics.

Frankel (1994) revealed the difference between employed mothers and professionally employed mothers is also indicated in the intellectually gifted high school boy. High and low achievers matched on IQ scores were compared. The low achievers were more likely to have working mothers but the high achievers were more likely to have professional mothers. Although socio-economic status as conventionally measured did not differentiate the groups, the education of the mothers (and possibly of both parents) did.

Ghai (1995) says United Nation's Declaration on the right of the child; every child has the right to affection, love and understanding. The parents should ensure him a sense of belonging and security. Also they should treat him as an individual in his own right and give him an increasing independence within limits so that he can conform to the social and cultural norms.

Kurdeth and Krile (1995) says these intrapersonal aspects of emotional competence may actually relate more closely to the fourth dimensions, self-perceive competence. Self perceived competence is defined theoretically as one's evaluations of one's own abilities including the child's own assessment of cognitive, physical and social abilities especially in comparison to those of others. Logically evaluations by peers and teachers contribute to those self evaluations of abilities and thus evaluation by others are associated with children's self perceived competence.

Bronson (1995) revealed a child's development is also influenced by his parents through his tendency to imitate them and to identify himself with them. That children imitate their parents is seen in the fact that the personality pattern of both boys and girls in early childhood more closely resembles that of the mother than of the father, owing to the more constant contact with the mother. Observation of the behaviour of parents and other people also determines how the child will act in a particular situation.

Dubey (1996) believed that biological or animal derives such as sex and aggression were the primary forces behind the development of emotions. What is an emotion ? It is energy which can channelised in the right direction or suppressed, thus converting it into a destructive force. It is in voluntary, uncontrollable state of mind of little duration.

Joshi and Daharwal (1997) conducted a study on child rearing practices and personality of Satnamee children. They conducted the study on Satnamee mother and equal comparable non Satnamee mothers (20 in each) and the personality of their children's were fed at breast for a longer period and their toilet training was also started late. A tribal community presents unique socio-cultural

group which share many facets of language, artifact, ideals and techniques with the Hindu society at large.

Miller (1997) revealed that study each of these factors would affect both the type of approach used in communicating social/sexual rights and responsibilities to the individual and the degree to which they will effectively be able to exercise those rights. For example, at the lower end of the developmental and living spectrum, the intervention approach may be more behaviourally oriented and/or concentrate more on staff behaviour regarding client rights to privacy and age-appropriate physical handling. While at the higher end of the spectrum, more formal instruction and education coupled with providing the individual with the freedom and opportunity to exercise their rights and responsibilities would be the method of intervention.

Seifert and Hoffnung (1997) says traditionally, developmental psychologists have attempted to describe behaviours across different life stages in order to establish group norms against which one could compare growth, maturity or the presentation of expected milestones. Furthermore, studies in this field try to explain why behaviours occur, how they can be modified, the degree in which they can predict future adult behaviour, all of the above with the intention to learn how to foster a healthy psychological development.

Bandura (1997) says that there are obvious developmental trends in the ability to profit from models. The very young child will imitate the adult's action immediately instead of reproducing it after a period of time. But as the child grows in up he adds experiences to his repertoire of words, images and events in order to reproduce the events at a later date.

Bar-on Arnon (1997) says that street children might not be securely lodged in the life-patterns that the middle class impose on young people, but their

reward from trying to maintain a minimum standard of living that their parents and governments are unable to provide them is infinitely preferable to living in the absolute poverty that their parents and governments are unable to provide them is infinitely preferable to living in the absolute poverty that surrounds them. Based on a critique of our current knowledge of the maturation of children, which is informed primarily by Northern mores and 'scientific' proofs whose findings derive from this normative framework and feed back into it, this article seeks to explain why we find child stratums so abhorrent and take it for granted that certain norms can and should, prevail in the South just because they are found in Northern societies.

P. Jai and T. Govind (1997) conducted a study on parent – child relationship and drop-out behaviour of 100 drop out and 100 non dropout students taken from 201 primary schools of Agra city. They found that the dropout parents in their treatment toward children give significantly greater weight to punishment, cooperation and autocracy.

Chipouras (1997) says the first step toward a social/sex education programme for people with visual impairments is the realization that the person with a disability, whether it is blindness, deafness, cerebral palsy or multiple handicaps, does not by virtue of his/her disability cease to be a social/sexual being. It is coming to the realization through self-reflection and seeking out accurate information that it is most often our misconceptions about sexuality and disability that hinders not only our ability to view the disabled as social/sexual beings, but even more stifles their development of appropriate social/sexual expression, self concept and the motivation to live as independently as possible.

Chipouras (1997) says the development of a social/sex education programme for children and youth with visual impairments begins with the belief

that the children and youth with visual impairments have the same basic social/sexual rights and responsibilities as we do. It begins with expanding the definition of "sex" beyond the "act" to the realization that : "Sexuality can be defined as the integration of the physical, emotional, intellectual and social aspects of an individual's personality which express maleness and femaleness.

Denham (1998) says the measures at all age periods, except infancy, include expression and experience, regulation, and understanding of emotions. There is probably some overlap with these skills of emotional competence and the "skill level" of social competence – after all, all aspects of social interchange involves emotion. However, we consider the elements of emotional competence separately because : (1) they are central to optimal functioning, both intrapersonally and interpersonally, and (2) they are relatively recent inclusions in this repertoire, because of theoretical and methodological advances).

Prasad and Prasad (1998) conducted the study on their pre-school children of working mothers found sex differences in the behaviour. They compared the behaviour of pre-school children of employed mothers with non-school going children of non-employed mothers in specially created play situations. The authors concluded that pre-school education did not seem to affect adversely the personality of the child in terms of anxiety and nervousness etc.

Bose and Biswas (1998) conducted a study on the social world of some physically handicapped children developed marked differences between ideal self "and" self concept under the influence of uncongenial interactions with different personalities present in their social lives. As a victim of diseases, they were a social but not anti-social.

Gold and Andres (1998) reported that middle class boys with employed mothers had lower scores on language and mathematics achievement tests than the

other middle class children in her study of fifth graders found that full-time maternal employment was associated with higher intelligence test scores as measured by California Test of Mental Maturity.

Doyel and Markieviics (1999) say the more evidence of the importance of attachment in the development of social skills is found in different studies. Waters *et al.* (1977) concluded that the quality of attachment would predict competence and acceptance in the peer group. Lamb (1978) mentioned that attachment is important in three ways : (a) the infant's trust in its parents can be generalized to others; (b) securely attached infants are willing to become actively engaged with other aspects of the environment, maximizing the benefit from extensive social experiences; (c) children would be more likely to interact with their parents without fear or weariness. Lieberman (1977) found that the social competence of the children was related to the quality of the attachment between mother and children and the amount of experience that the child had with peers.

Treffers, P.D.A. (2000) says a third branch of this research programme concerns the relationship between socio-emotional development and externalized disorders. It has been demonstrated that externalizing disorders are inversely related to level of socio-cognitive development but it is as yet unclear when the externalizing problems are caused by socio-cognitive immaturity (or vice-versa), or whether some third variable is responsible for the externalization problems as well as for the developmental delays.

Finney (2000) says another important factor about the home environment in relation to emotional development is regarding how the child perceives the attitudes of his parents. A child who perceives himself as accepted show greater ego aspirations and in dependence form parent than one who feels rejected (**Peterson, *et al.*, 1961**). Mothers who are not nurturent, it has been found, cause children to be hostile, dependent lacking in conscience of failure, accompanied by lack of self confidence.

Jonathan, F. (2001) found that in the preadolescent period, fathers, psychological autonomy was linked with greater academic competence and the absence of both internalizing and externalizing behaviours. Psychological autonomy was measured at the time period using a scale that assesses the absence of psychologically manipulative, intrusive parented behaviours that inhibit children from expressing their own thoughts and from carrying out autonomous acts.

Mattanah (2001) says it is possible that because of their greater day to day involvement in children's lives, children interpret officious over-controlling behaviours from a mother as merely "excessive lenif setting" whereas such behaviours from a father are seen as truly psychologically intrusive and inhibiting the child's self development. This way explain why fathers' but not m others, intrusive behaviour was linked with negative outcomes in this study. Interesting, previous studies have found a link between the absence of psychologically intrusive behaviours in mothers and adaptive outcomes in adolescent offspring (**Barber *et al.*, 1994**) suggesting that a shift may occur in the interpretation of these behaviour form late childhood to adolescence.

Paxson and Waldfogel (2002) examined how child maltreatment including neglect, physical and sexual abuse, and other forms of maltreatment is affected by parental economic circumstances. Using state-level panel data on cases of maltreatment and numbers of children in foster care, we find that increases in the fractions of children with absent fathers and working mothers in a state are related to increases in many measures of maltreatment, as are increases in the share of families with two non-working parents and those with incomes below 75 per cent of the poverty line. Decreases in state welfare benefit levels are associated with increases in foster care placement.

John Henretta (2002) revealed the transfer of assistance from older to younger family members are an important, though often ignored, component of intergenerational exchanges. The ability to help younger family members, either

financially or practically, may be influenced by the health and socio-economic status of older parents, but very little is known about these patterns. This article examines the effects of knowledge and health status on the help that late mid-life parents in Britain and the United States give their children with money, domestic tasks, and grandchild care. Results for the different types of family support yield three main findings. First, there are relatively few differences between Britain and the USA in the factors affecting the provision of support. Secondly, socio-economic factors appear to be more important among married respondents while health is more important among the unmarried. Thirdly, children's co-residence has greater effects on the provision of domestic task help in Britain than in the United States.

Kallery Maria (2004) says the science in early childhood is of great importance to many aspects of children's development. Planning for improvement of science instruction should take into consideration the problems teachers encounter in their performance of their task. However, exposition of problems of early years teachers, especially those with many years of experience, is somewhat rare in science education literature. The purpose of the present work was to investigate those factors that hinder experienced early years teachers in the performance of their task in science, and their needs, as perceived by the teachers themselves. The study was carried out in Greece. One take-home written task and two group interviews were used for data collection. Qualitative approaches were employed for the analysis of the data. The emergent themes related to teachers' problems, teachers' worries induced by these problems, problem consequences and teachers' perceived needs in science.

Kuldeep Aphilasha (2004) says children of working and non-working women maximum percentage in 10 – 12 age group have seventh standard education belong to Hindu family earning income Rs. 4000 – 7000. Emotional development of children of

working women and non-working was positive. The children of working women's more emotionally strong than the children of non-working women's. Emotional aspect of children for working women showed angry with friend even after light disagreement with him and when angry than beated the friend and quelled with him and took badly. In case of non-working children the emotional aspect of the children was failed restless when see some one cuts him accidents, another some aspect the children was started crying when see snakes spider or any other insects. Social development aspects to self directions manifacts in own capacity to independently act and exercise control over once actions social communication was also one of the important aspect of the working women children ability to involves empathy which sensitizes the individual to the effects domino and affective communication. Age and education positively significant correlated with all three dimensions personal adequacy, inter personal and social adequacy personal adequacy correlation with working and non-working women and social adequacy non-significant correlation with children of working and non-working women.

Westenberg, P.M. (2004) says socio-emotional development has proved particularly fruitful in studying the development underpinnings of normal social fear and social anxiety disorder. In the clinical literature it has been noted time and again that social anxiety disorder or related disorder, appear to have its onset in the adolescent fears. It has also been suggested that the increasing prevalence of anxiety disorder during - adolescence is related to a normative increase of moderate social fears in the same age period. However, the empirical literature on social fears has rarely revealed an increase of social fears in late childhood children.

Drewes, P. (2004) investigated if physical fears decrease between late childhood and mid-adolescence, while social evaluative fears increase during this period. It was also studied if changes in both sets of fears are more strongly related to socio-ecognitive maturity than to age, which itself is only a proxy measure of maturity.

S.A. Rocio (2005) described the design of an instrument able to measure social development for Mexican children and the process of the establishment of

its psychometric properties. Theoretical aspects considered for its construction and the process of validating forms for parents and teachers are described in a three stage processes that resulted in a final version of the Social Development Scale that measures disruptive behaviour, social interaction, cooperation, acceptance and attachment as core dimensions associated with the concept of social competence. The importance of assessing social development and competence for education, children rearing and general well being are analyzed and discussed.

S.A. Rocio (2005) developing the appropriate social skills depends upon various influences during childhood. Success in adult life is often related to the development of skills needed to adapt to a variety of social settings. Thus, it is important to measure social skills at an early age. Social development refers to the set of behaviours that a child displays in situations that involve others. The term is used with reference to the ability to make and sustain relationships, which relate to social adjustment and acceptance within the peer culture. In addition, there is an intra psychological component which includes feelings related to social situations such as the

G.A. King *et al.* (2007), there is need for psychometrically sound measures of children's participation in recreation and leisure activities, for both clinical and research purposes. This paper provides information about the construct validity of the Children's Assessment of Participation and Enjoyment (CAPE) and its companion measure, Preferences for Activities of Children (PAC). These measures are appropriate for children and youth with and without disabilities between the ages of 6 and 21 years. They provide information about six dimensions of participation (i.e. diversity, intensity, where, with whom, enjoyment and preference) and two categories of recreation and leisure activities : (i) formal

and informal activities; and (ii) five types of activities (recreational, active physical, social, skill-based and self-improvement).

Chris Morris (2007) measuring children's participation development medicine and child neurology. This paper presents information about the performance of the CAPE and PAC activity type scores using data from a study involving 427 children with physical disabilities between the ages of 6 and 15 years. Intensity, enjoyment and preference scores were significantly correlated with environment, family and child variables, in expected ways. Predictions also were supported with respect to differences in mean scores for boys vs. girls, and children in various age groups. The information substantiates the construct validity of the measures. The clinical and research utility of the measures are discussed.





**PROFILE
OF THE
STUDY AREA**



Chapter-III

PROFILE OF THE STUDY AREA

Prior to discuss the findings of the study, it is essential to sketch briefly the salient features of the study area. The following are the brief features of district Moradabad.

District Moradabad

The area covered by the present district Moradabad lay, in early times, is the north western part of what was known as the country of Panchala, which is said to have extended from the Himalayas in the north to the river Chambal in the south. Later, when Panchala was divided into two parts, this area was included in north Panchala which had its capital of Achichchatra (in the Bareilly district, a few kilometers from eastern border of the Moradabad district). On the west of the district, across the Ganga, lay the country of the Kurus, the close allies of the panchalas, with their capital at Hastinapur (in the Meerut district). In the closing centuries of the first millennium of the Christian are the entire region including the Moradabad district (which lies west of Awadh between the Himalayas and the Ganga) came to be know as Katehr, a name replaced only towards the middle of the eighteenth century by the term of Rohilkhand, the district forming the west-central portion of the region so designated.

Climate

Climate of the district is hot in summer season and much cold and dry in winter season because it lies in the tarai region of Himalayas.

Area

Out of the total geographical area of 5,96,700 square meter, agriculture is being done on only 4,87,243 hectares. Normally, in 3,10,086 hectares area

Kharif, in 3,97,070 hectares area Rabi and 25,441 hectares area Zaid crops are grown, purely irrigated area in the district is 3,92,000 hectares. Irrigation is done through canals, government and private tube wells. Paddy, Jowar, bajra, mung, urd, arhar in Kharif and wheat, barley, gram and pea is cropped in Rabi season in the district, sugarcane, potato and menthe is grown and sent to the market at Delhi.

Population

Population of the district Moradabad is 1415424 males and 1231867 females as per the 2001 census and the selected tehsil Chandausi the total population is 234084 in which there are 126816 males and 107298 are females.

Selected schools

Moradabad district was divided into 6 tehsils. Two tehsils namely Chandausi and Bilari were selected for this study. 8 schools (4 Hindi medium and 4 English medium) were selected from two tehsils.



RESEARCH METHODOLOGY



Chapter-IV

RESEARCH METHODOLOGY

This chapter deals with the research procedures applied in conducting the present study. For convenience, the research methodology has been discussed under the following three sub-heads :-

1. Research design
2. Variables and operationalization
3. Data gathering procedure and statistical techniques used

1. Research design

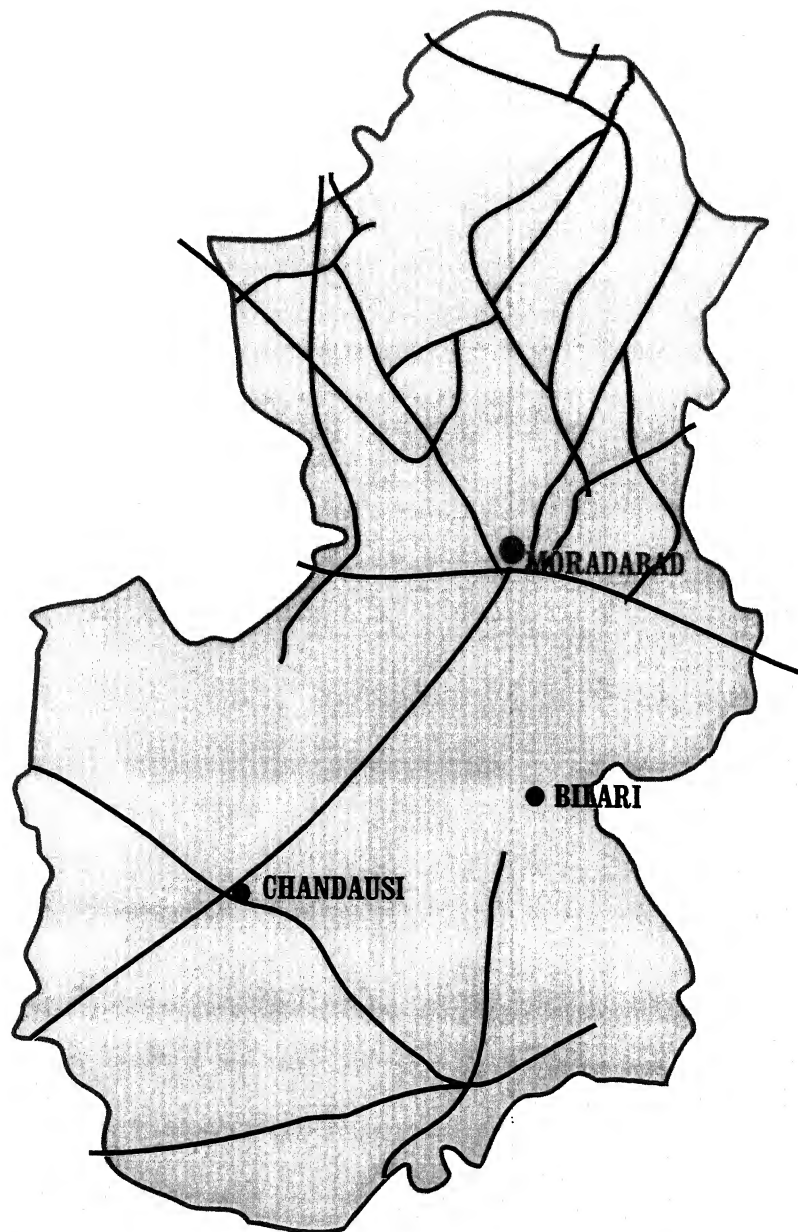
It comprises of the following sub-parts

- (i) Locale of the study
- (ii) District under study
- (iii) Selected of tehsils
- (iv) Selection of the schools
- (v) Sample of respondents
- (vi) Pilot study
- (vii) Pre-test of standing
- (viii) Tools and data collection
- (ix) Statistic analysis of data

(i) Locale of the study

Uttar Pradesh was chosen as locale of the study. This was done with the intension that U.P. is a major state of the country and children have an important role to play in the development of the state as well as the country.

DISTRICT MORADABAD



(ii) District under study

District Moradabad was purposively selected for this study as the researcher hailed from this place. This helped the investigator to collect the necessary information accurately and timely. The researcher, being from the same place could easily have dialogues and discussions with both during pilot study and final data collection.

(iii) Selection of tehsils

Moradabad district was divided into 6 tehsils. Two tehsils namely Chandausi and Bilari were randomly selected for this study.

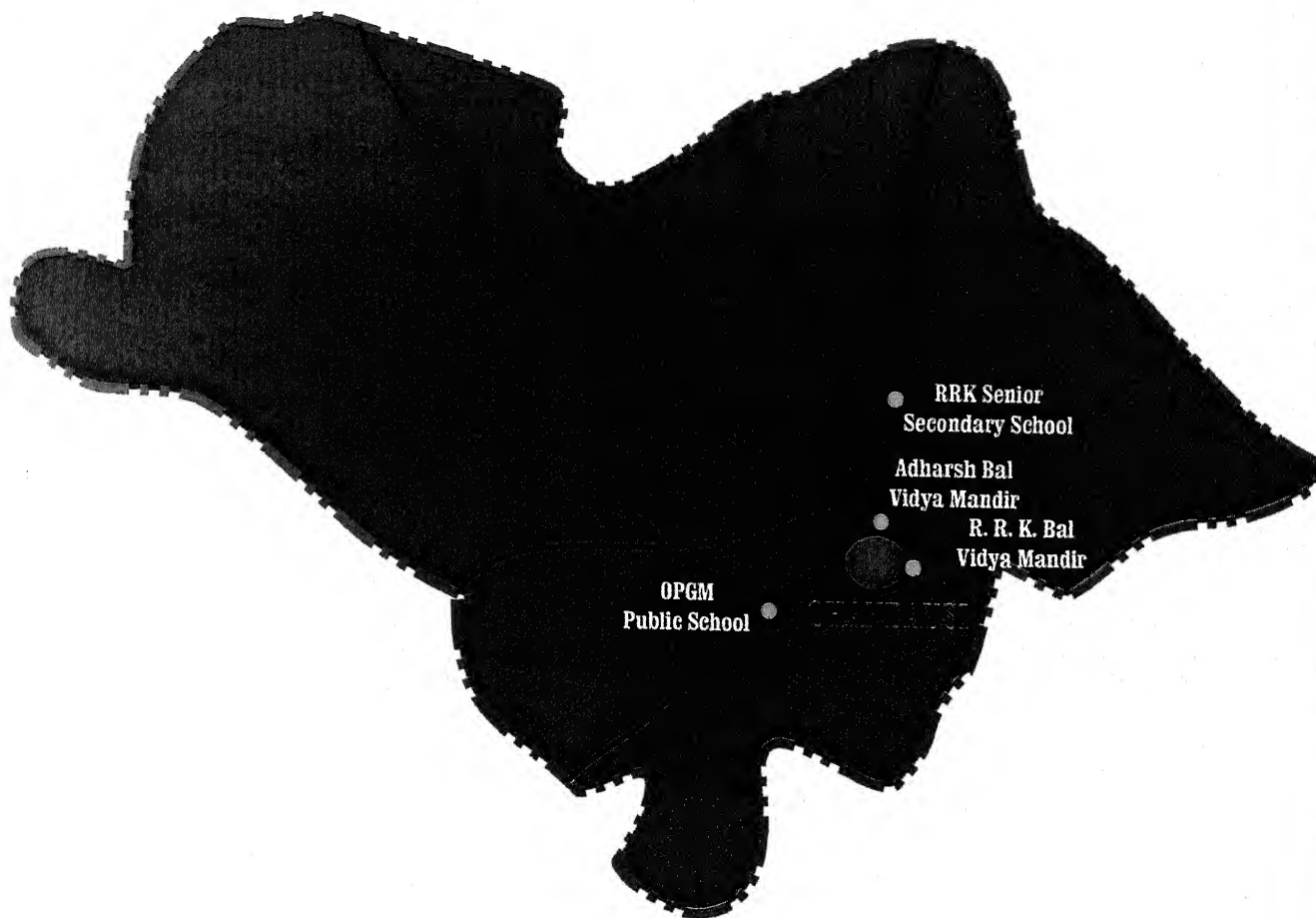
(iii) Selection of the schools

District Moradabad comprises of 20 Hindi medium junior High schools and 14 English medium junior high schools, out of which 4 Hindi medium schools such as – Laxman Sarasvati Shishu Mandir, Kamlanand Sarasvati Bal Vidya Mandir, Adarsh Bal Vidya Mandir and R.K. Bal Vidya Mandir and English medium schools such as Willsonia Public school, City Public school, R.R.K. Senior Secondary school and O.P.G.M. Public School were randomly selected for the purpose of drawing samples.

(iv) Selection of late childhood children

A list of children of working or non-working women after having prepared of list of late childhood children for each school. 20 children were selected from each school. Thus total 160 children were selected randomly from selected school. The list of children were prepared with the help of B.S.A. office.

CHANDAUSI TEHSIL



(v) Pilot study

Prior to finally deciding the title of the project a pilot survey of the area was conducted. This gave an idea about the place of the study and nature of the samples that could be drawn and type of aspects and problems, which could be explored out.

(vi) Pre-testing of instruments

Before collecting the necessary data from the finally selected sample of 2400 children was identified other than those included in the final sample of respondents. These 160 children of WW and NWW were interviewed with the help of schedules and questionnaires developed for collecting the data. This helped the investigator in making necessary changes in instruments to be finally used their wording and composition etc.

(vii) Variables and their measurements

(i) Independent variables

(a) Age :

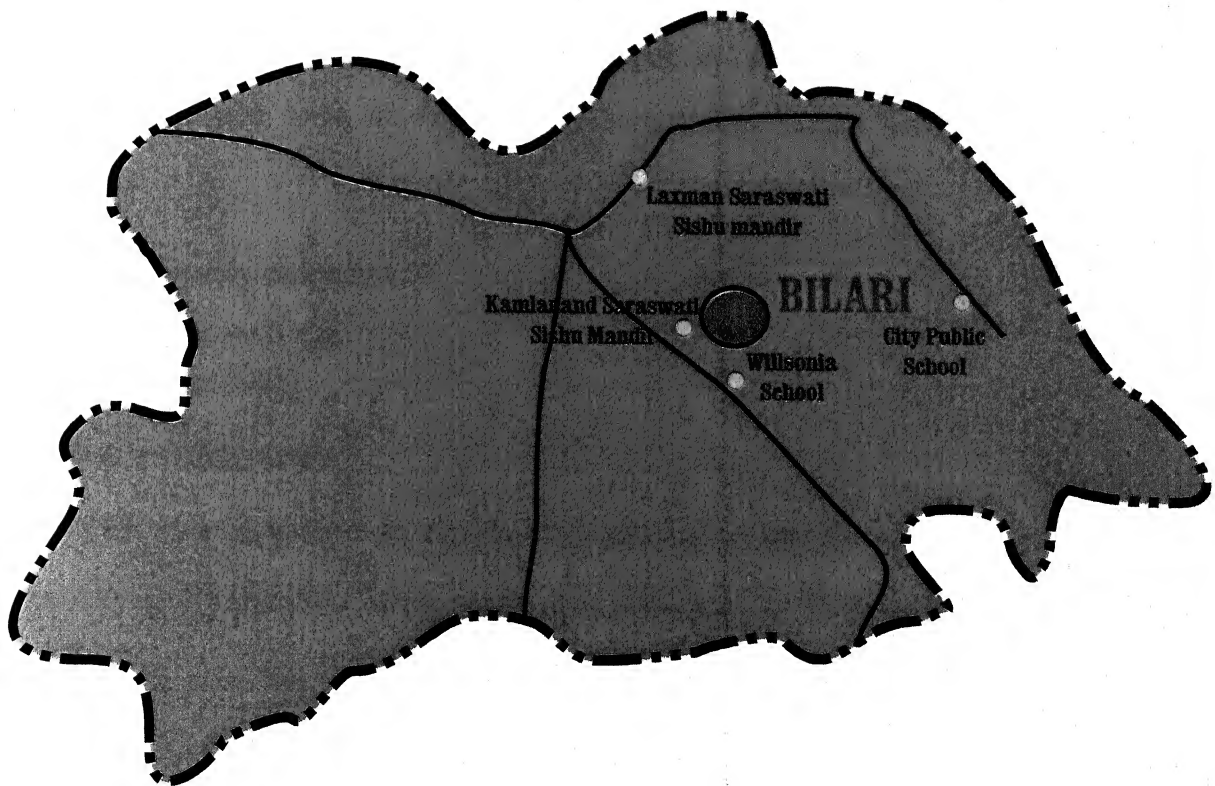
The chronological age of late childhood children at the time of investigation was taken. All late childhood children were listed according to following age groups and given the scores as follows.

Age-group (years)	Score assigned
(a) 6 – 8	1
(b) 8 – 10	2
(c) 10 - 12	3

(b) Education of the respondents

Education was operationalized as the number of years of formal education obtained by the respondents. Scores assigned to different categories on the bases of modified Kulshrestha's socio-economic status (SES) scale for rural was as follows :

BILARI TEHSIL



Educational qualification	Score assigned
3 to 4 class	1
5 to 6 class	2
7 to 8 class	3

(c) Family structure

Family structure was divided into two major categories viz. nuclear and joint. Nuclear type was referred to the family composing of parents and their children only, while joint family referred to the family composing of more than one couple and their children including other persons related to them. The scoring procedure adopted was taken from the modified socio-economic status scale for rural of Kulshresta.

Family structure	Score assigned
Nuclear family	1
Joint family	2

(d) Family occupation

This was measured on the basis of the scores allotted to different family occupation in the socio-economic status scale developed by Trivedi (1963).

Occupation	Score assigned
Service	1
Business	2

(e) Family monthly income

It is the sum of net annual income of the family. The scores were assigned as:

Income group (Rs.)	Score assigned
Up to Rs. 5,000	1
Rs. 5,000 to 10,000	2
Rs. 10,000 to 15,000	3
Rs. 15,000 and above	4

DISTRICT MORADABAD

CHANDAUSI TEHSIL

Hindi Medium

R. R. K. Bal
Vidya Mandir

20

Male Female

10	10
W	NW
5	5
4	4
6	6

Adharsh Bal
Vidya Mandir

20

Male Female

9	11
W	NW
6	8
3	3
3	3

English Medium

OPGM
Public School

20

Male Female

13	7
W	NW
10	4
3	3
3	3

RRK Senior
Secondary School

20

Male Female

8	12
W	NW
3	6
5	6
6	6

BILARI TEHSIL

Hindi Medium

Laxman Saraswati Kamlanand Saraswati
Sishu mandir

20

Male Female

6	14
W	NW
5	9
1	5
1	5

English Medium

Willsonia
School

20

Male Female

11	9
W	NW
5	4
6	4
5	5

City Public
School

20

Male Female

9	11
W	NW
4	5
5	6
6	5

TOTAL SAMPLES 15160

(f) Religion

The selected study area was having mostly Hindu religion and some are Muslim. The following scoring pattern was adopted.

Category	Score assigned
Hindu	1
Muslim	2
Christian	3
Sikh	4

(g) Sex

Sex refers to the male and female respondents.

Sex	Score assigned
Male	1
Female	2

(ii) Dependent variables

(a) Social development

Socialisation is the process of presenting alternate channels for individual together with positive and negative sanctions which will lead to acceptance of some and rejection of others. "The author emphasised the influence of social groups, formal and informal, upon the personality of the individual".

(b) Emotional development

He believed that biological or animal derives such as sex and aggression were the primary forces behind the development of emotions. What is an emotion ? It is an energy which can be channelised in the right direction or suppressed, thus converting it into a destructive force. It is involuntary, uncontrollable state of mind of little duration.

Late childhood children

Late childhood children extends from the age of six years to time the individuals becomes sexually mature. At both its beginning and end, late childhood is marked by conditions that profoundly affect a child's personal and social adjustment, the physical growth is still slow and the child grows in height and weight the muscles get will developed.

Working women

A woman who is salaried employer wage earner, staying out of the house for at least eight hours a day during the day-time and working even since the birth of the child.

Non-working women

A woman who is not a salaried employee and who remains at home throughout the day.

Emotional Maturity Scale

This test was constructed by the Dr. Yashvir Singh and Dr. Mahesh Bhargava. 48 close ended questions were there in this test. For which responded were asked to tick on the yes/no option.

Maturity

The concept of maturity has not received a great deal of explicit attention in the literature. Delineation of libidinal development has been yielded the important formulation of the "Genital level" and "object interest (Freud, 1924). Recent emphasis on the conflict between the regressive, dependents, versus the progressive, productive forces in the personality has directed interest toward the more detail of maturity.

Emotional maturity

In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as

anxiety, tensions, frustration and emotional upsets in day to day life. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with an interplay of forces with intensities and quantities. Available tests are crude and measure chiefly the degree of dependence. But this test measures the different aspects of emotional maturity. As self acceptance is an important aspect of maturity says Wenkart, and it must be preceded by acceptance from others.

According to Walter D. Smitson (1974) emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health both intra-psychically and intra-personally.

(a) Emotional instability

This is a broad factor representing syndrome of lack of capacity to dispose off problems, instability, needs, constant help for one's day to day work. vulnerability, stubbornness and temper tantrums. This group factors has a high correlation (75) with the total score obtained on the scale. On the inter-correlational matrix, syndrome of emotional instability has high inter-correlation with social maladjustment but low correlations with emotional regression, personality disintegrations, and lack of independence. This factor has low correlations with the two factors analysed in factor analysis and seems to be an independent factor of emotional immaturity.

(b) Emotional regression

Emotional regression is also a broad group of factors representing such syndromes as feeling of inferiority, restlessness, hostility, aggressiveness and self-centredness. This factor has correlation with total score on the scale on inter-correlation matrix. It is highly intercorrelated with other two factors that of personality disintegration and lack of independence, but has low intercorrelation with those of emotional instability and social maladjustment factors. This has

emerged as the most broad factors in the scale as revealed by the factorial analysis. It has high inter correlations with (0.47), (0.45) and low intercorrelation with (0.27) and (0.18). It also has a high correlation (0.63) with the total score on all the five factors of the scale.

(c) Social maladjustment

Such a person shown lack of social adaptability should hatred, reclusive but boasting, liar and shirker.

(d) Personality disintegration

It include all those symptoms, which represent disintegration of personality, like reaction, phobias formation, rationalization, pessimism, immorality etc. Such a person suffers from inferiorities and hence reacts to environment through aggressiveness, destruction and has distorted sense of reality. In brief such as a person shows varied degrees of neuroticism which could be put as below

$$V_s \times S_s \text{ ab } \frac{Ad}{F} \times \frac{R}{P} \text{ ab } \frac{T}{E} \text{ a N}$$

Where,

- V_s = specific emotional vulnerability
- S_s = External stresses specially in relation to emotional vulnerability
- Ad = Difficulty of adjustment – internal and external
- F = Flexibility
- R = Regressive forces
- P = Progressive forces
- T = Emotional tensions
- E = Ego strength
- N = Degree of neuroticism

2. Lack of independence

Such as person shows parasitic dependence on others is egotic and lack 'objective interests'. People think of him an unreliable person.

Reliability

The reliability of the scale was determined by (i) Test-retest method and (ii) internal consistency.

(i) Test retest reliability

The scale was measured for its test, retest reliability by administering upon a group of collegiate children (N=160) including male and female children aged 6-12 years. The time interval between the two testing was that of six months. The product moment between the two testing was 80.

(ii) Internal consistency

The internal consistency of the scale was checked by calculating the coefficient of correlations between total score and scores on each of the five areas.

Validity

The scale was validated against external criteria. The area of the adjustment inventory for college students by Sinha and Singh. The inventory has different area measuring emotional adjustment of college student. The number of items of this area is twenty-one. Product moment correlation obtained between total scores on all twenty-one and total scores on EMS was .64 (N 0.64).

Interpretation

The scale was administered upon 160 school going children belonging to urban background. The three quartiles were calculated for the scores of all the 160 respondents.

Socio-economic Status Scale (SES)

The test was constructed by the L.N. Dubey and B. Nigam. 30 close ended questions were there in the test. For which respondents were asked to select an option only. The options were agree/disagree/strongly agree/strongly disagree.

The socio-economic status indicates the similarity of social position, income, occupation and education. Economic and educational factors play an important role in determining the SES. The official position, rights, privileges and respect in society are other factors which raise SES of the individual and the family (Franzen, R. 1962).

Scoring

There are thirty items and each item has four alternatives. Allot 4 marks for the first choice, 3 marks for the second choice, 2 marks for the third choice and 1 mark for the fourth choice. Add the marks and interpret the raw scores in terms of class of SES use key for scoring.

Validity

The items of the scale were prepared in terms of degree to which they differentiate between upper, middle and lower class. These items were judged by the people of different classes namely (1) leading doctors, lawyers, businessmen, professors and highly placed officials (2) middle class employers – bank employers, railway employees, school teachers and people working in different offices (3) persons working on different lower posts in schools and offices. The correlation coefficient of scores of these judges is found 0.62.

Reliability

The reliability of the scale is calculated by Test-retest method (N=100) with the gap of 30 days. The coefficient of correlation is found 0.81.

Vineland social maturity scale

This test was constructed by Dr. A.G. Merlin 56 close ended questions were there in the test for which respondents were asked to select one option only.

Maturation is the unfolding of characteristics potentially present in the individual that come from the individuals' genetic endowment in psychogenetic functions common to the race – such as creeping, crawling, sitting and walking, social development comes from maturation. Social development means acquisition of the ability to behave in accordance with social expectations.

Reliability and validity

Correlation between VSHS social age (SA) and Binet MA was reported as 0.85 and Patterson (1943) reported correlation of 0.96 on normal children.

The construct validity yielded the correlation of 0.6 to 0.8.

Norms

Norms were established for each item of the scale, representing the age at which the behaviour appears on the average. Hence the social age norms are given in the table.

Scoring

The scoring should be done by parents or guardians, who know the children well. The individual should be asked whether the child "does" the activity, he should be asked whether he "can" do it. For each item award 9 mark for positive answer e.g. "yes" indicating that he does it, and zero mark for negative answer i.e. "No" indicating he does not do it. In case he does it up to some extent award half mark. Sum up all the marks and interpret in terms of social age (SA). After converting the raw scores into SA, compute the social quotient (SQ) by using the formula –

$$SQ = SA/CA \times 100$$

Period of investigation

The data collection was initiated from August 2005 to September 2006.

Statistical analysis

Statistical analyses are procedures used in finding out the numerical value of the whole study. The statistical techniques for data analysis used in the study are as follows :

1. Percentage
2. Mean
3. Weighted mean
4. Rank
5. Correlation coefficient
6. Rank correlation

1. Percentage

Single comparisons were made on the basis of the percentage, for drawing percentages, the frequency of a particular cell was multiplied by 100 and divided by total number of respondents in that particular category to which they belonged.

$$\text{Percentage} = \frac{\text{The sum of all the responses}}{\text{Total number of all the responses}} \times 100$$

2. Mean

The arithmetic average mean of a variable is obtained by dividing the sum of its given values by their number. If the variable is denoted by X and if n value of X are given X_1, X_2, \dots, X_n , then the arithmetic mean of X is

$$\bar{X} = \frac{\sum_{i=1}^n X_i}{n}$$

3. Weighed mean

It is average which is calculated on the basis of weights and coding. If $X_1, X_2, X_3, \dots, X_n$, are the codes and $W_1 + W_2 + W_3 \dots W_n$ are their respective weights, then :

$$\begin{aligned} \text{Weighted mean} &= \frac{W_1X_1 + W_2X_2 + W_3X_3 + \dots + W_nX_n}{W_1 + W_2 + W_3 \dots W_n} \\ &= \sum_{i=1}^n \frac{W_iX_i}{W_i} \end{aligned}$$

4. Rank

Rank was calculated from the values obtained from the weighted mean scores. According to the weighted scores, highest 'Rank I' was given to the highest score, second highest rank II was given to the second highest score and so on, lowest 'Rank IV' was given to the lowest weighted score value accordingly.

5. Correlation coefficient

Karl Pearson has given a coefficient of correlation for the measurement of linear relationship, which exists between two variables. If X and Y are two variables and if $E(X, Y) \neq 0$ then correlation coefficient (r) is

$$r = \frac{\text{Cov. (X, Y)}}{\sqrt{\text{Var. (X) \cdot Var. (Y)}}}$$

or

$$= \frac{\sum xy}{\sqrt{\sum x^2 \cdot \sum y^2}}$$

where,

$$\sum xy = \left[\sum XY - \frac{\sum X \sum Y}{n} \right]$$

$$\sum x^2 = \left[\sum X^2 - \frac{(\sum X)^2}{n} \right]$$

$$\Sigma y^2 = \left[\Sigma Y^2 - \frac{(\Sigma Y)^2}{n} \right]$$

and n = Sample size

Here, one variable is dependent on other. For testing the significance of correlation coefficient (r), t test is applied. Degree of lack of relationship or coefficient of alienation is measured as –

$$K = \sqrt{1 - r^2}$$

6. Rank correlation

In which the estimate the correlation between two characters on the basis of the rank of individuals in the whole lot for each of the characters without making an exact measure for any of the individuals.

After this, the rank correlation 'R' will be calculated by the following formula:

$$\text{Weighted mean} = t = \frac{0 - \Sigma d_i^2}{N(n^2 - 1)}$$

Where is difference between two ranks of an individual.





**FINDINGS
AND
DISCUSSION**



Chapter- V

FINDINGS AND DISCUSSION

The empirical results and its discussion are being presented in this chapter. For the purpose of convenience, the presentation has been sub-divided under the following heads :

- I. Socio-economic profile of household of late childhood children of working and non-working women.
- II. The social and emotional development of late childhood children of working and non-working women.
- III. To compare social and emotional development of late childhood children of working and non-working women.
- IV. Factors hindering social and emotional development of late childhood children.

(A) Socio-economic profile of the household of late childhood

Age

There is little evidence that people are born social, unsocial, or antisocial, and much evidence that they are made that way by learning. However, learning to be a social person does not come overnight. Children learn in cycles, with periods of rapid improvement followed by plateaus in which there is little improvement or even by phases of regression to lower levels of social behaviour. How soon children recover lost ground or rise from the plateaus depends largely on the strength of their motivation to become socialized when childhood comes to an end most children are far from satisfied with the progress they have made in social development. This is true even when their development has been normal. Studies of the sources of unhappiness reported by adolescent boys and girls put great emphasis on social problems. Adolescents feel, for example, that they are far from the goal of learning how to get along with people, how to treat friends to avoid quarrels and the breakup

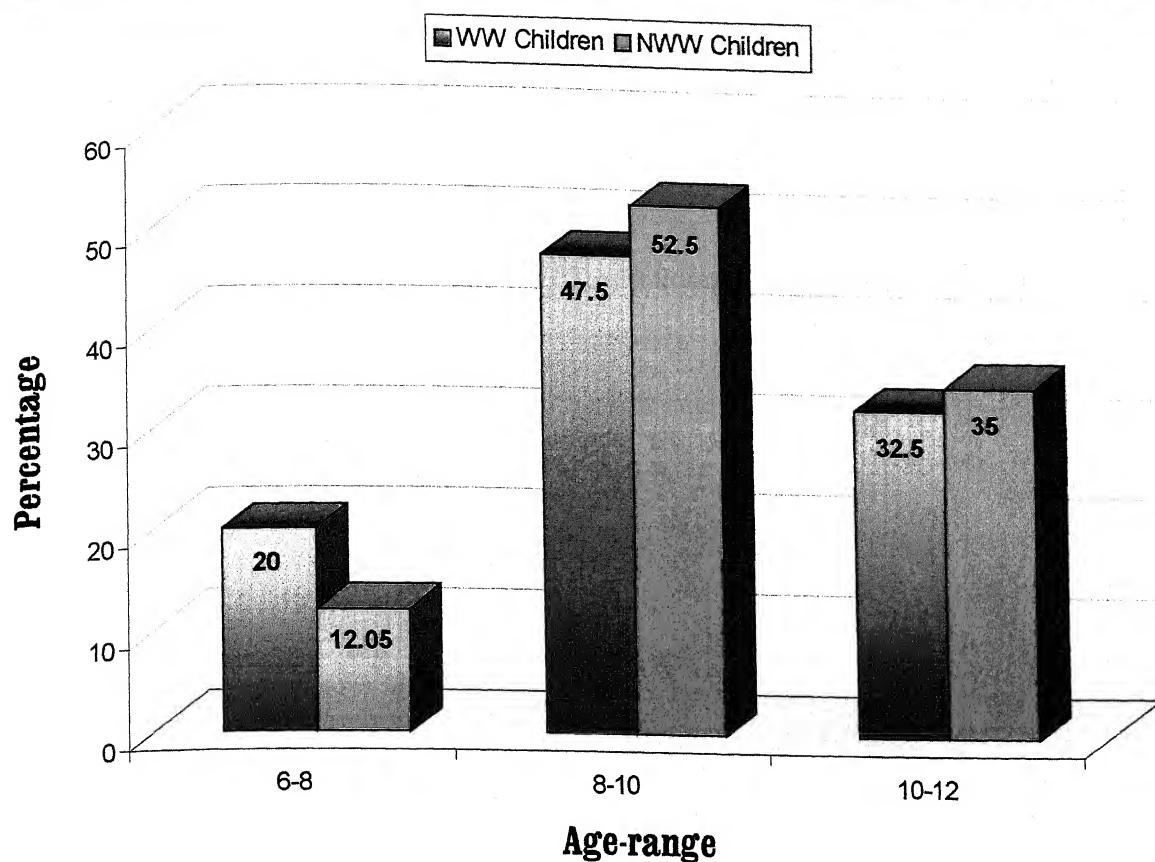


Fig. 5.1: Distribution of late childhood children according to age group

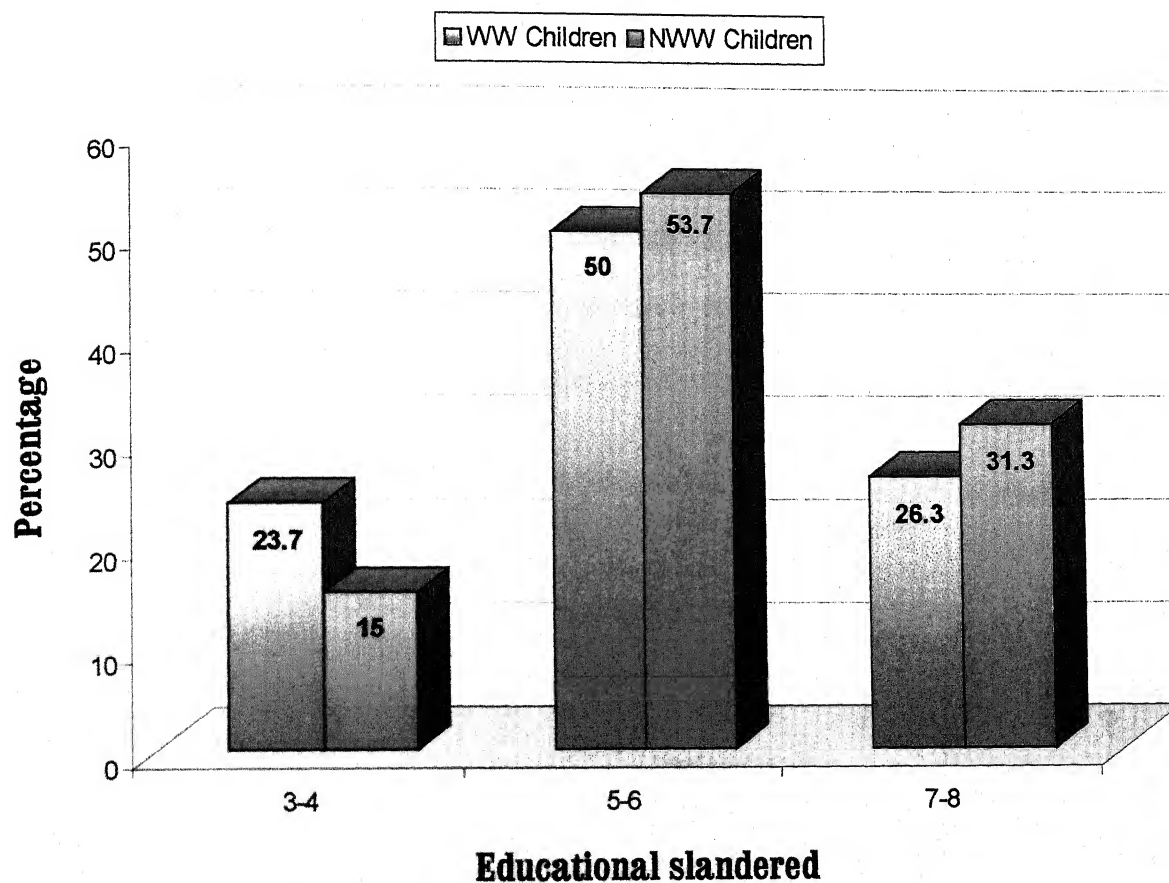


Fig. 5.2: Distribution of late childhood children according to education

of friendships, how to be at ease in social situations, and how to develop their leadership qualities.

Table 5.1. Distribution of late childhood children according to age-group

Age group	Children of WW	Children of NWW	Total
6 – 8 years	16 (20.0)	10 (12.5)	26 (16.3)
8 – 10 years	38 (47.5)	42 (52.5)	80 (50.0)
10 – 12 years	26 (32.5)	28 (35.0)	54 (33.7)
Total	80 (100.0)	80 (100.0)	160 (100.0)

Table 5.1 shows that distribution of late childhood children according to age-group, 47.5 per cent working women children belonging to 8 to 10 years age-group while 52.5 per cent children of non working women are belonging to same age group. 32.5 per cent WW children and 35.0 per cent NWW children are belonging to 10 to 12 years age group. Half of the per cent of children are belonging to 8 to 10 years age-group. In late childhood children of age 6 to 12 years are very crucial age for social and emotional development. Emotions plays such an important role in life, studying children's emotions is difficult their emotional reactions by observation of the overt expressions, especially facial expressions and actions associated with different emotions, is difficult as children become interested in conforming to social expectations.

Education

Table 5.2. Distribution of late childhood according to education

Education	Children of WW	Children of NWW	Total
3 to 4 class	19 (23.7)	12 (15.0)	31 (19.4)
5 to 6 class	40 (50.0)	43 (53.7)	83 (51.9)
7 to 8 class	21 (26.3)	25 (31.3)	46 (28.7)
Total	80 (100.0)	80 (100.0)	160 (100.0)

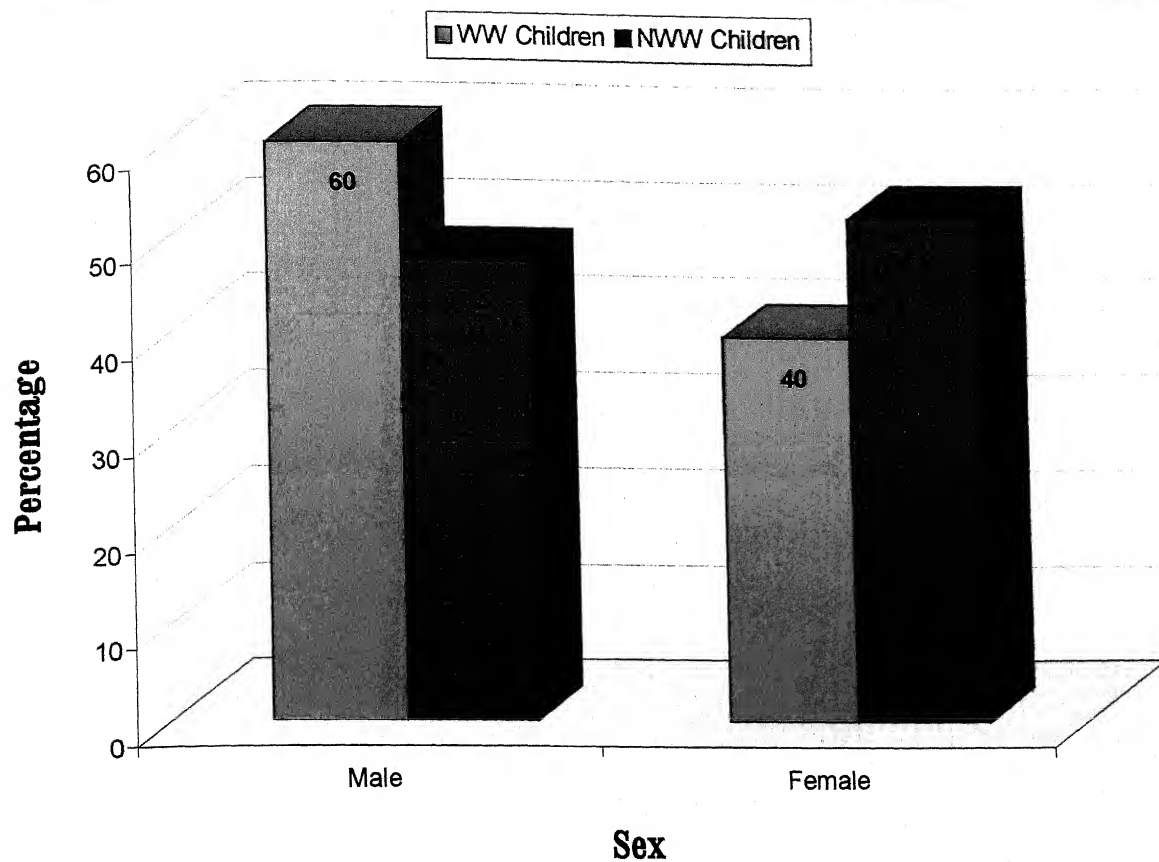


Fig. 5.3: Sex-wise distribution of children WW and NWW

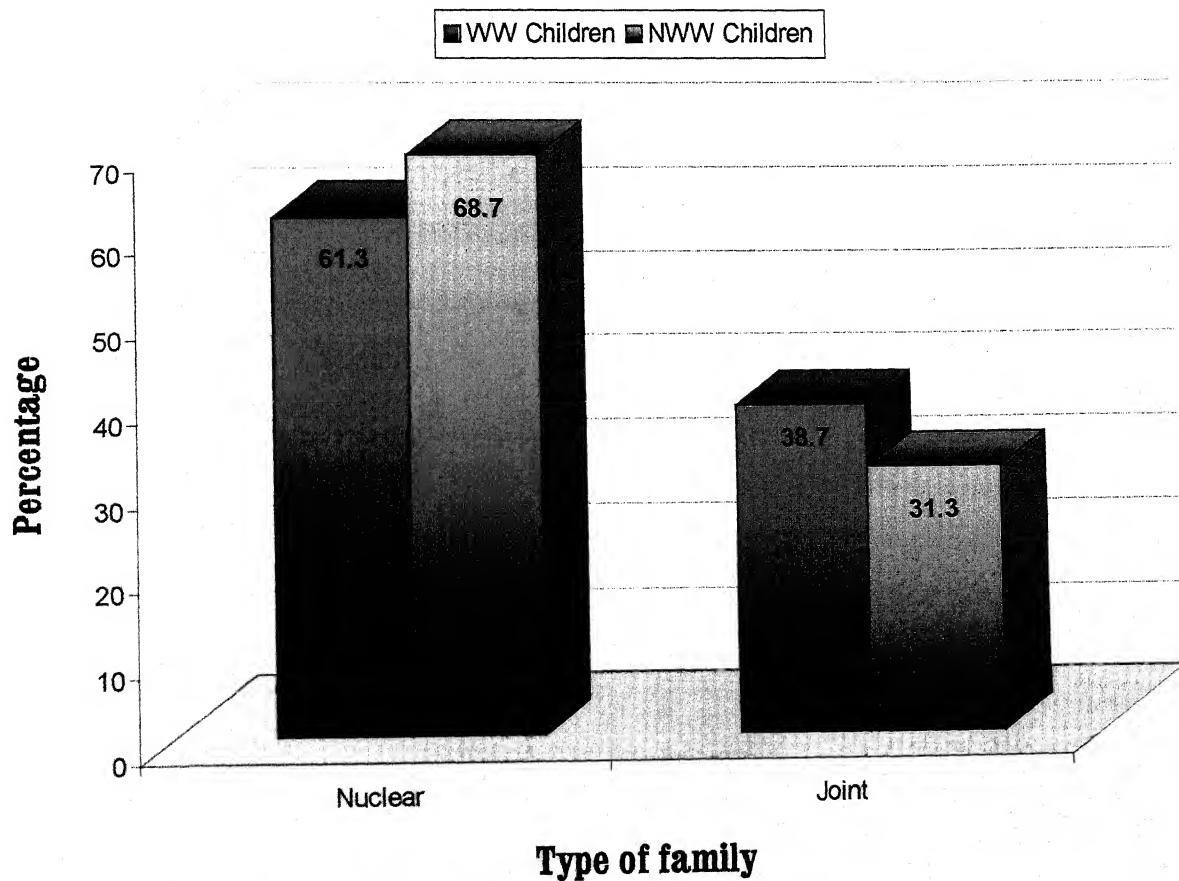


Fig. 5.4: Distribution of late childhood children according to family-wise

Table 5.2 shows that distribution of late childhood children according to education, 50.0 per cent WW and 53.7 per cent NWW children are reading to 5 to 6 class respectively, whereas 26.3 per cent WW and 31.3 per cent NWW children are reading 7 to 8 class. Majority more than fifty per cent children are reading 5 to 6 class. Emotional development is controlled by maturation and by learning, the five important emotional patterns – shyness, embarrassment, worry, anxiety and anger. In late childhood social consciousness develops rapidly, becoming socialized is one of the major developmental tasks of this period. In family mother play an important role since during these formation years the child's interaction are confined up to large extent to the members of his family.

Sex wise distribution

Table 5.3 Sex-wise distribution of children WW and NWW

Sex	Children of WW	Children of NWW
Male	48 (60.0)	38 (47.15)
Female	32 (40.0)	42 (52.5)
Total	80 (100.0)	80 (100.0)

Table 5.3 shows that sex-wise distribution of children WW and NWW, 60.0 per cent children of WW have male and 40.0 per cent children of WW have female. 47.5 per cent children of non-working women have male sex whereas 52.5 per cent children of non-working women have belonged to female sex.

Type of Family

Table 5.4 Distribution of late childhood children according to family type

Family type	Children of WW	Children of NWW	Total
Nuclear	49 (61.3)	55 (68.7)	104 (65.0)
Joint	31 (38.7)	25 (31.3)	56 (35.0)
Total	80 (100.0)	80 (100.0)	160 (100.0)

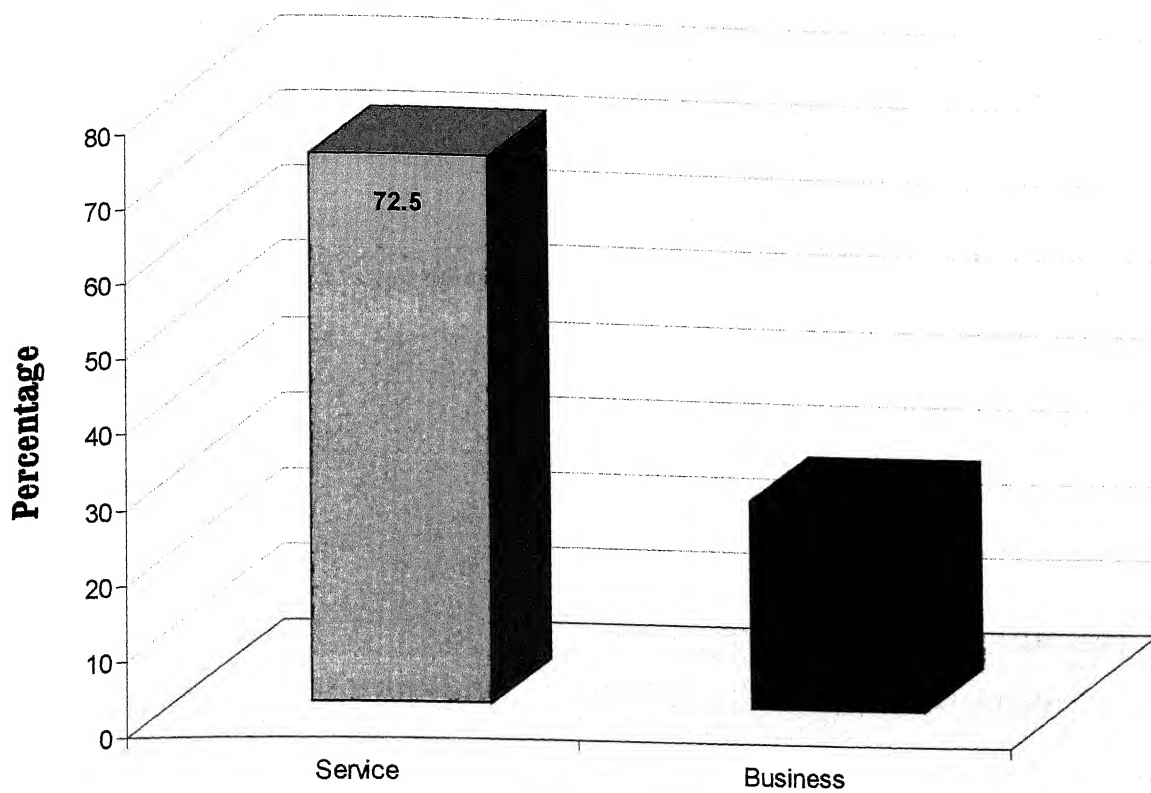
Table 5.4 reveals that distribution of respondents according to family type 68.7 per cent non-working women's children are belonged to nuclear family and 61.3 per cent working women's children from nuclear family. Only 35.0 per cent children from joint family system, now-a-days joint family system disintegrate into nuclear family system and children forget their family relations and manners. Children of working women's feel neglected have a feeling of insecurity, develop bad habits, show anti-social behaviour and because mal-adjusted are not able to love and give affection to their children, on the other hand, the non-working women's are able to give love and affection to their child who is mainly dependent on two factors heredity and environment is greatly affected.

Mother's occupation

Table 5.5 Distribution of working women according to occupation

Occupation	Frequency (WW)	Per cent
Service	58	72.5
Business	22	27.5
Total	80	100.0

Table 5.5 depicts that distribution of working women according to occupation 72.5 per cent working women in service class whereas 27.5 per cent in business. The financial problem of the family is solved by mothers who take up a job outside their homes. Fisher (1939) found that many professional mother tried hard to prove themselves and their relatives that they were not neglecting their children. Their children are looked after by "Aiyahs" or maid servants or by other members of the family.



Mothers occupation
Fig. 5.5: Distribution of working women according to occupation

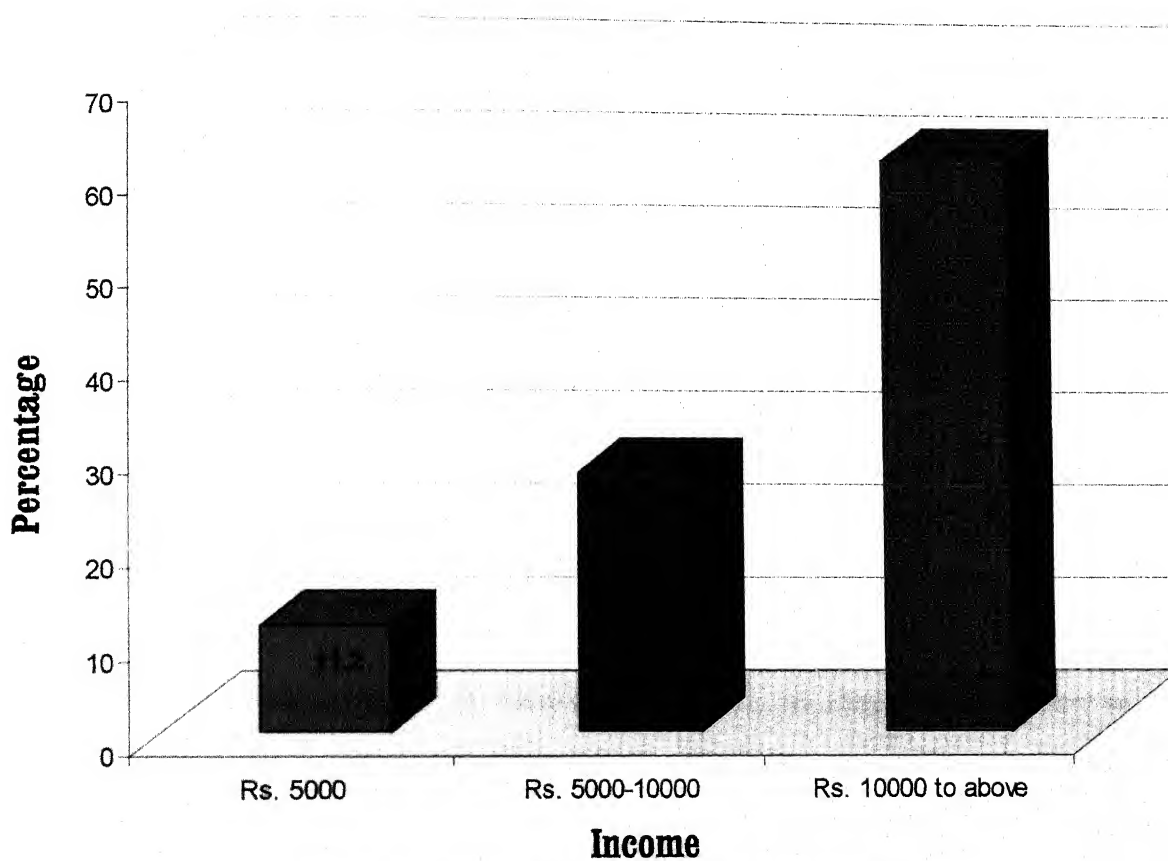


Fig. 5.6: Distribution of working women according to income-wise

Table 5.6 Distribution of working women according to their income-wise

Income (WW)	Frequency	Per cent
Up to Rs. 5000	9	11.2
Rs. 5000 to Rs. 10,000	22	27.5
Rs. 10000 and above	49	61.3
Total	80	100.0

Table 5.6 reveals that working mother monthly income that 61.3 per cent children related to mother who earned Rs. 10000 and above monthly whereas 27.5 per cent children have related to mother who earned monthly Rs. 5000 to Rs. 10000. Life style of children of working women and NWW are different nature of late childhood of WW emotionally and socially changes to NWW children.

Family Income

Table 5.7 Distribution of children of WW and NWW according to family income

Income	Children of WW	Children of NWW	Total
Up to Rs. 5000	9 (11.2)	24 (30.0)	33 (20.6)
Rs. 5000 – Rs. 10000	32 (40.0)	38 (47.5)	70 (43.7)
Rs. 10000 – Rs. 15000	24 (30.0)	14 (17.5)	38 (23.8)
Rs. 15000 & above	15 (18.8)	4 (5.0)	19 (11.9)
Total	80 (100.0)	80 (100.0)	160 (100.0)

Table 5.7 reveals that distribution of children of WW and NWW according to family income, majority of children (43.7 %) are from family whose monthly income Rs. 5000 to Rs. 10,000 whereas 23.8 per cent from Rs. 10,000 to Rs. 15,000. 47.5 per cent children of non working women's family their monthly income Rs. 5000 to Rs. 1000 and minimum 5.0 per cent children's family earned Rs. 15000 and above monthly. In working women families earned more income to compare non working women families. Lower income group children at all ages have more fears than children from middle and upper class backgrounds. They are especially afraid of violence, which troubles middle and upper class children very little.

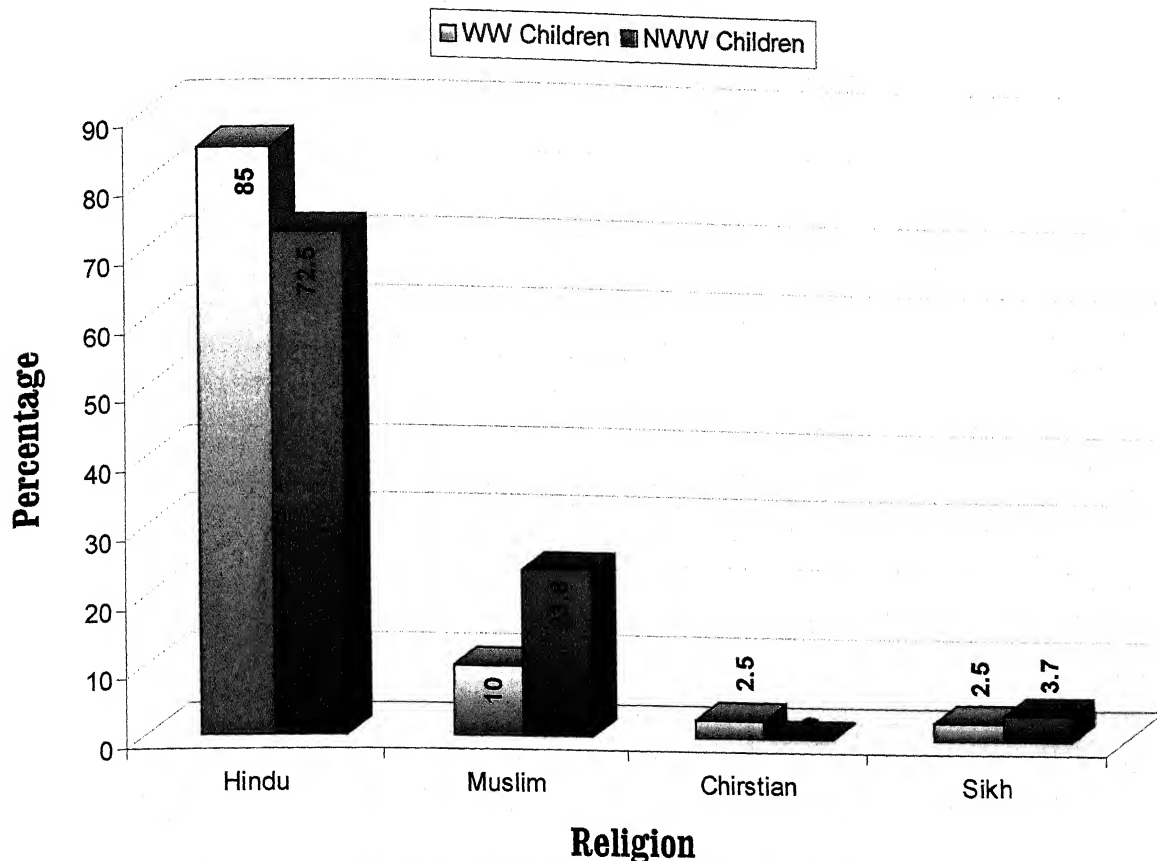


Fig. 5.7: Distribution of working and non working women according to religion

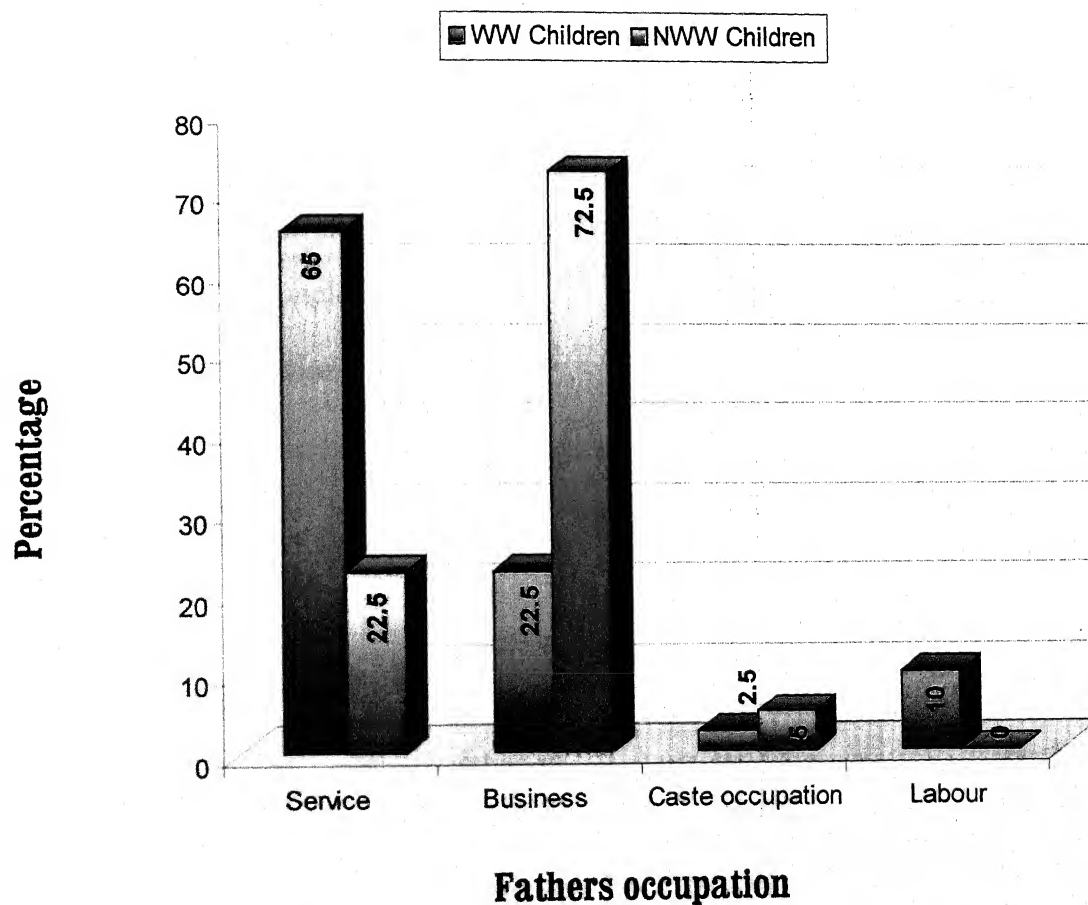


Fig. 5.8: Distribution of children according to fathers occupation

Religion

Table 5.8 Distribution of children of working and non working women according to religion

Religion	Children of WW	Children of NWW	Total
Hindu	68 (85.0)	58 (72.5)	126 (78.7)
Muslim	8 (10.0)	19 (23.8)	27 (16.9)
Christian	2 (2.5)	-	2 (1.3)
Sikh	2 (2.5)	3 (3.7)	5 (3.1)
Total	80 (100.0)	80 (100.0)	160 (100.0)

Table 5.8 shows that distribution of children of working women and non working women according to religion, 78.7 per cent children have from Hindu families whereas 16.9 from Muslim families. Religion and family culture plays an important role in social and emotional development of late childhood. Now-a-days Hindu families are follow open culture and manner but in Muslim families it is not permitted according to religion. The child who is well accepted by members of the family group will experience a dominance of the pleasant emotions, while a child who is rejected or neglected by the family group members will experience a dominance of the unpleasant emotions.

Father's occupation

Table 5.9 Distribution of children according to father's occupation

Father's occupation	Children of WW	Children of NWW	Total
Service	52 (65.0)	18 (22.5)	70 (43.8)
Business	18 (22.5)	58 (72.5)	76 (47.5)
Caste occupation	2 (2.5)	4 (5.0)	6 (3.7)
Labour	8 (10.0)	-	8 (5.0)
Total	80 (100.0)	80 (100.0)	160 (100.0)

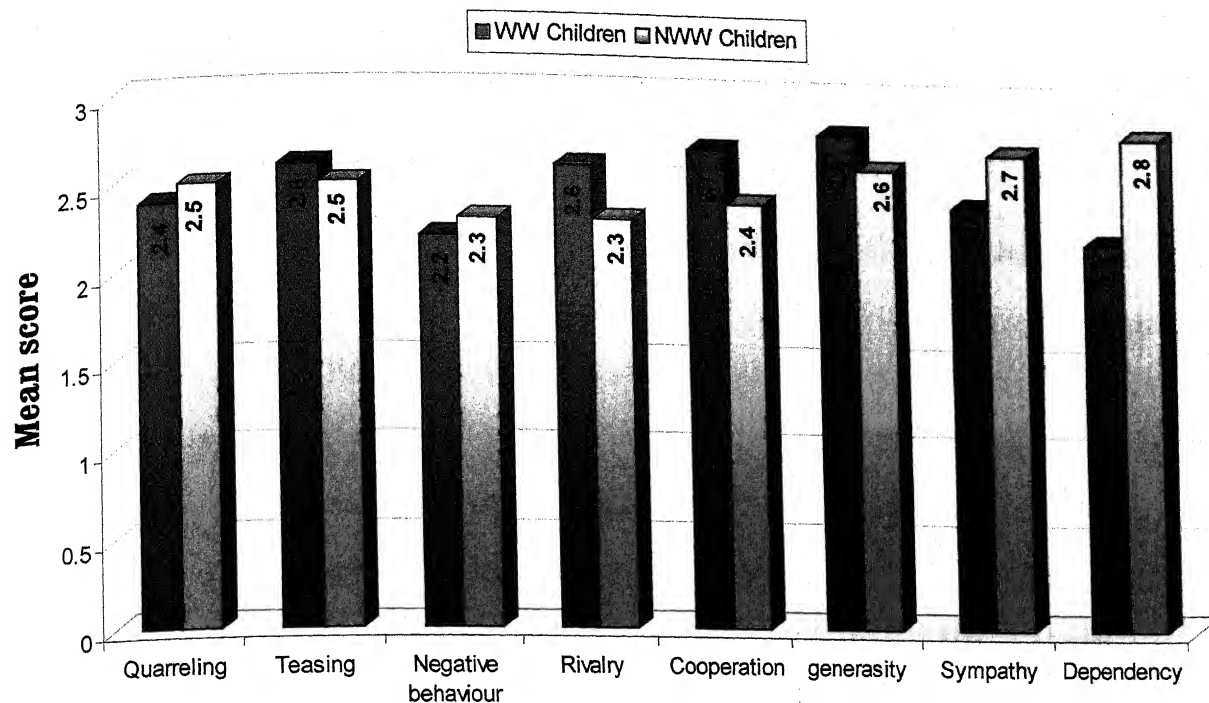


Fig. 5.9: Social behavior in childhood of WW and NWW women

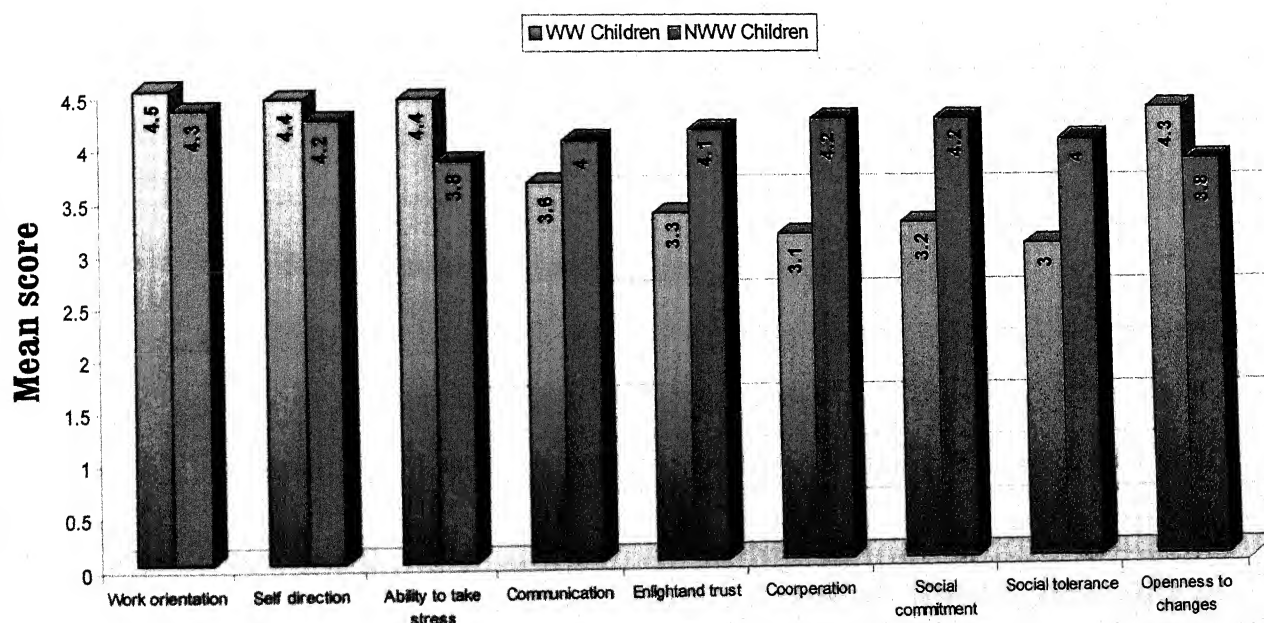


Fig. 5.10: Scores of childhood of WW and NWW according to social development

Table 5.9 reveals that 72.5 per cent children's of non-working women fathers are working in business class whereas 65.0 per cent children of working women fathers in service. Family environment and atmosphere are depend over the head of the family occupation. If children grow up in a home environment where happiness prevails and where friction, jealousy, animosity and other unpleasant emotions are kept to a minimum the chances are that they will become happy children. Relationships with family members, not parents alone, but siblings and grandparents affect children attitudes toward outsiders.

(B) Social and emotional development

Social development

Table 5.10 Social behaviour in childhood of WW women and NWW working women

Social behaviour in childhood	Children of WW		Children of NWW	
	Scores	Rank	Scores	Rank
Quarreling	2.4	IV	2.5	IV
Teasing	2.6	III	2.5	IV
Negative behaviour	2.2	V	2.3	VI
Rivalry	2.6	III	2.3	VI
Cooperation	2.7	II	2.4	V
Generosity	2.8	I	2.6	III
Sympathy	2.4	IV	2.7	II
Dependency	2.2	V	2.8	I

Table 5.10 reveals that social behaviour in childhood of WW and NWW, rank I generosity and rank II to cooperation of working women children. In non working women children have give rank I to dependency and rank II to sympathy, rank III to generosity. Young children are incapable of sympathetic behaviour until they have been in situations similar to those of a person in distress. They express their sympathy by trying to help or comfort a person in distress. Generosity as shown in a willingness to share with others, increases as selfishness decreases and

as children learn that generosity leads to social acceptance. Few children learn to play or work cooperatively with others and in more opportunities they have to do things together. Dependency on others for help, attention and affection motivates children to behave in a socially approved way children who are dependent lack this motivation. Negatism is resistance to pressures from others to behave in a certain way. It usually begins during the second year of life and reaches a peak between 3 to 6 years. Quarrels are angry disputes that generally start when a person makes an unprovoked attack on an other. Quarreling differs from aggression because it involves two or more people while aggression is an individual act. Teasing is a verbal attack on another, but in bullying, the attack is physical in both cases. Rivalry acts as a spur to children to do their best, it adds to their socialization. If, however, it is expressed in quarreling and boasting it leads to poor socialization. Aggression is an actual or threatened act of hostility usually unprovoked by another person.

Table 5.11 Scores of late childhood of WW and NWW according to social development

Sub-dimension	Working women		Non-working women	
	Scores	Rank	Scores	Rank
1. Work orientation	4.5	I	4.3	I
2. Self direction	4.4	II	4.2	II
3. Ability to take stress	4.4	II	3.8	V
4. Communication	3.6	IV	4.0	IV
5. Enlightened trust	3.3	V	4.1	III
6. Cooperation	3.1	VII	4.2	II
7. Social commitment	3.2	VI	4.2	II
8. Social tolerance	3.0	VIII	4.0	IV
9. Openness to changes	4.3	III	3.8	IV

Table 5.11 shows that three dimensions of social maturity, personal adequacy, inter-personal adequacy and social adequacy. These three dimensions

further divided into sub-groups. In personal adequacy – work orientation, self directions and ability to take stress in inter-personal adequacy – communication, enlightened trust and cooperation and in social adequacy – social commitment, social tolerance and openness to change. Working women children were given highest rank to work orientation and second rank to self direction, ability to take stress, so working women children feels alone and self centered. Non working women children's were given highest rank to work orientation and second rank to self direction, cooperation and social commitment.

Table 5.12 Correlation coefficient between WW and NWW and social development sub-dimension

Sub-dimension	r
1. Personal adequacy	
(a) Work orientation	0.5667*
(b) Self direction	0.4823*
(c) Ability to take stress	0.6781*
2. Interpersonal adequacy	
(a) Communication	0.6607*
(b) Enlightened trust	0.5312*
(c) Cooperation	0.2181
3. Social adequacy	
(a) Social commitment	0.2013
(b) Social tolerance	0.1683
(c) Openness in change	0.5816*

Table 5.12 shows that correlation coefficient between working women and non working women and social development sub-dimension, personal adequacy like work orientation, self-direction and ability to take stress was positively significantly correlated with WW and NWW. Interpersonal adequacy like communication and enlightened trust significantly correlated with WW and NWW children. Parental expectations motivate children to put forth effort to learn to behave in a socially

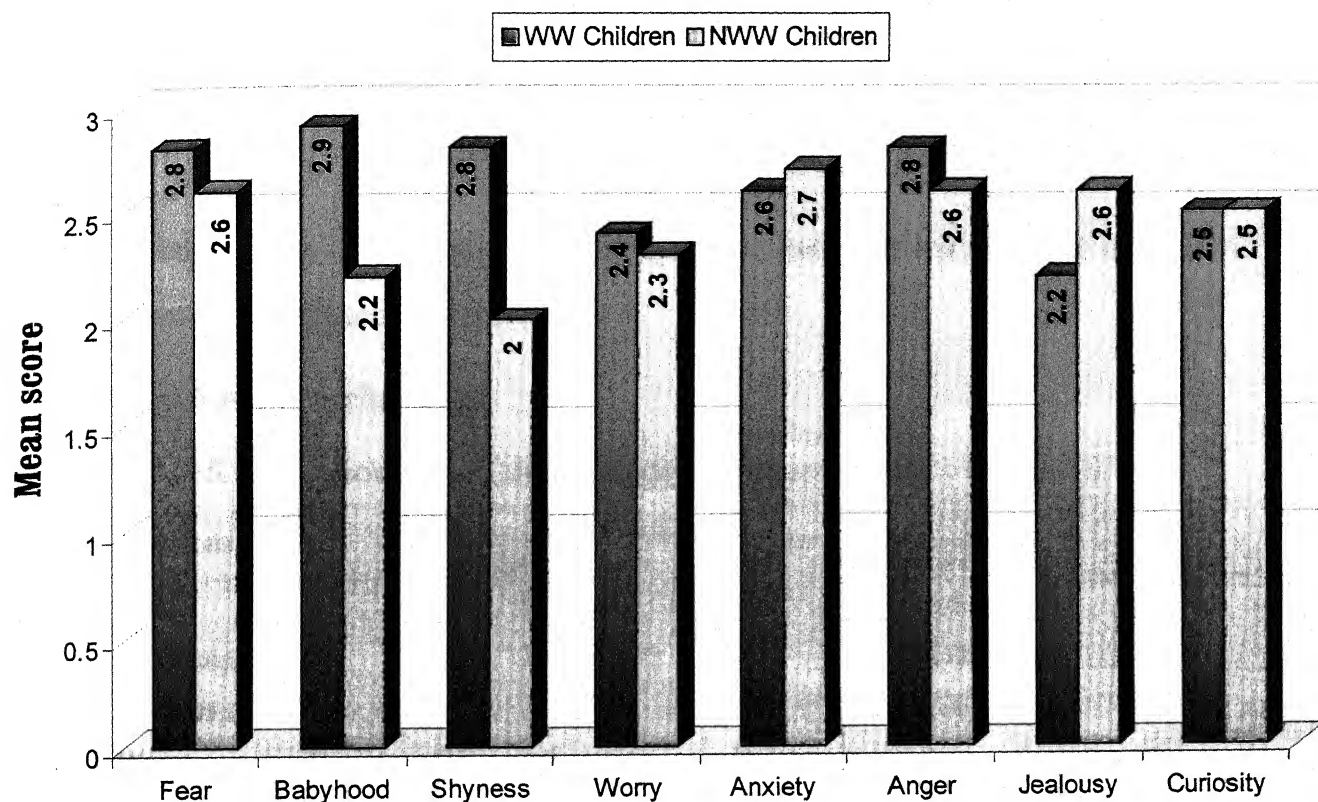
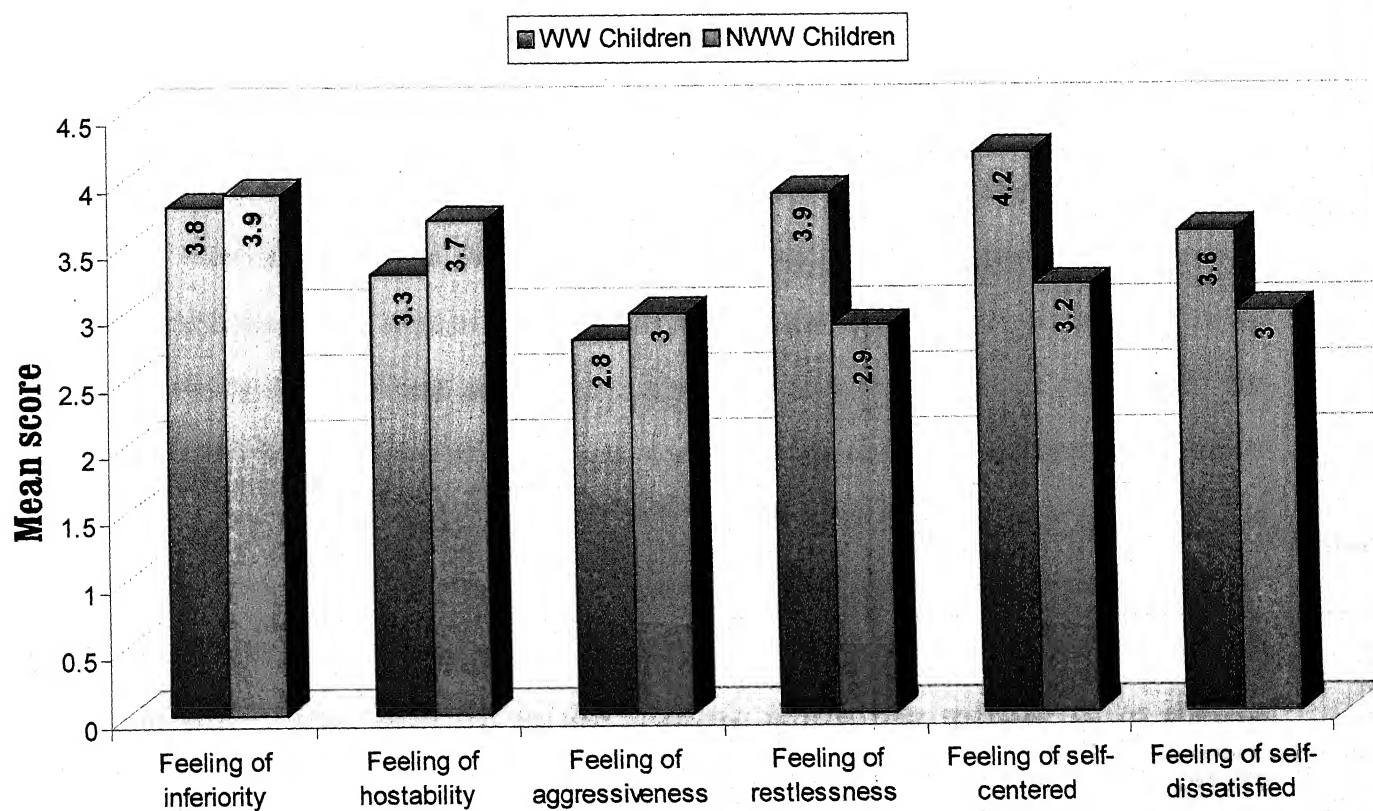


Fig. 5.11: Emotion of late childhood children according WW and NWW



Emotional regression

Fig. 5.12: Rank wise distribution of late childhood children according to WW and NWW

acceptable way. Social development means acquisition of the ability to behave in accordance with social expectations.

Emotional Development

Table 5.13 Emotions of late childhood children according to WW and NWW

Emotions	Children of WW		Children of NWW	
	Scores	Rank	Scores	Rank
Fear	2.8	II	2.6	II
Babyhood	2.9	I	2.2	V
Shyness	2.8	II	2.0	VI
Worry	2.4	V	2.3	IV
Anxiety	2.6	III	2.7	I
Anger	2.8	II	2.6	II
Jealousy	2.2	VI	2.6	II
Curiosity	2.5	IV	2.5	III
P	0.6789*		P < 0.05	

Table 5.13 shows that childhood emotions, rank I and most important babyhood in working women and rank II fear, anger and third to anxiety. In non working women first rank to anxiety and rank II to fear, anger and jealousy. Fear is an internal realization in which the person tries to move away from dangerous conditions. In the state of fear children develop the symptoms of crying, trembling, lowering of heart beat and increase blood pressure. In childhood majority of the children have the fear of loneliness, dark, high altitude places, animals, pains and strangers holding them wrongly and loud voices. Shyness is a form of fear characterized by shrinking from contact with others who are strange and unfamiliar. Children feel shy of strangers either in alone or in groups of these. More they come in contact with many people this emotions is gradually reduced. Older children show their shyness by blushing, by stuttering, by talking as little as possible, by nervous mannerism. Anxiety is an uneasy mental state concerning impending or anticipated ill. It is marked by apprehension, uneasiness and foreboding from which

the individual cannot escape. Anxiety often develops after a period of frequent and intense worry that undermines children's self confidence and predisposes them to generalized feelings of inadequacy. Anger is a more frequently expressed emotion in childhood than fear in its different forms. The situations that give rise to anger involve restraint : interference with movements children wish to make, either by others or by their own inabilities. In older children, thwarting of desires, interruption of activities in progress, constant fault finding, teasing, making unfavourable comparisons with other children will lead to anger. Worries are unknown fears which arise without any root in children. It may be due to wrong interpretations. As soon as they attain maturity in terms of imaginations and intelligence these feelings automatically develop in them. Jealousy is a normal response to actual, supposed or threatened loss of affection. It is an outgrowth of anger, giving rise to an attitude of resentment directed toward people. Most childhood jealousies are home grown and home environment. Rank correlation coefficient (0.6789*) significant at 5 per cent level of significance.

Table 5.14 Rank wise distribution of emotional instability according to children of WW and NWW

Emotional instability	WW		NWW	
	Scores	Rank	Scores	Rank
Fear with circumstances	4.0	I	3.6	II
Lack of capacity	3.3	IV	3.5	III
Feel irritability	3.9	II	2.8	IV
Feeling jealous to others	3.8	III	3.9	I
Always thinking high imagination	2.9	V	2.4	V

Table 5.14 shows that rank wise distribution of emotion instability according to children of WW and NWW, children of working women have given rank I to fear with coming circumstances and rank II to feel irritated himself and rank III to feel jealous to others. Working women children are living alone so they

feel alone and not interacted with others. In non working women children have given rank I to feel jealous to others, rank II to fear with circumstances and rank III to work close the before reaching the target. Jealousy is a normal response to actual supposed or threatened loss of affection. The jealous children feels insecure in relationship with a loved one and is afraid of losing status in that person's affection. Social situations in the school are responsible for many of the jealousies of older children. Jealousy engendered in the home often carries over to the school and makes children regard everyone there teachers as well as classmates – as threats to their security. Other situations in which children feel that they have been deprived of material possessions other children have may make them jealous of these children. Emotional balance can be achieved in two ways. The first is control of the environment of see that unpleasant emotions are quickly outweighed by pleasant ones so that the balance will be in favour of the pleasant. The second, children develop emotional tolerance.

Table 5.15 Rank wise distribution of late childhood children (emotional regression) according to WW and NWW

Emotional regression	WW		NWW	
	Scores	Rank	Scores	Rank
Feeling of inferiority	3.8	III	3.9	I
Feeling of hostability	3.3	V	3.7	II
Feeling of aggressiveness	2.8	VI	3.0	IV
Feeling of restlessness	3.9	II	2.9	V
Feeling of self-centred	4.2	I	3.2	III
Feeling of self-dissatisfied	3.6	IV	3.0	IV

Table 5.15 shows that distribution of emotional regression of children according to WW and NWW, children of working women have given rank I to feeling of self-centred followed by rank II to feeling of restlessness. Pleasant emotions improve children's looks while unpleasant emotions distort the face and

make children less attractive than they are, because people are attracted or repelled by facial expressions. Non working women children have given rank I to feeling of inferiority and rank II to feeling of hostability. Older children show their inferiority, by blushing by stuttering, by talking as little as possible, by nervous mannerisms, such as pulling at the ears or clothing.

Table 5.16 Rank wise distribution of emotional maladjustment

Emotional maladjustment	WW		NWW	
	Scores	Rank	Scores	Rank
Lack of social adaptability	3.5	III	3.9	I
Feeling of hatred	3.1	IV	2.8	III
Shows reclusive but boasting	3.9	II	2.9	II
Lire and shirker	4.6	I	2.6	IV

Table 5.16 reveals that rank wise emotional maladjustment working women children have given rank I to lire and shirker and rank II to reclusive but boasting whereas non working women children have given rank I to lack of social adaptability and rank II to reclusive but boasting. Emotions that are very strong at certain ages ware in strength as the child grows older, while others, formerly weak, become stronger. These variations are due partly to changes in the strength of drives, partly to the child's intellectual development and partly to changes in interests and values. The child who is well accepted by members of the peer group will experience a dominance of the pleasant emotions, while a child who is rejected or neglected by the peer group will experience a dominance of the unpleasant emotions.

Personality disintegration

The personality is the organization of the internal and external activities, it includes their external appearance abilities, aptitudes and capacities etc. It is not a collection of the traits, but a particular organization of them. It is the total quality of

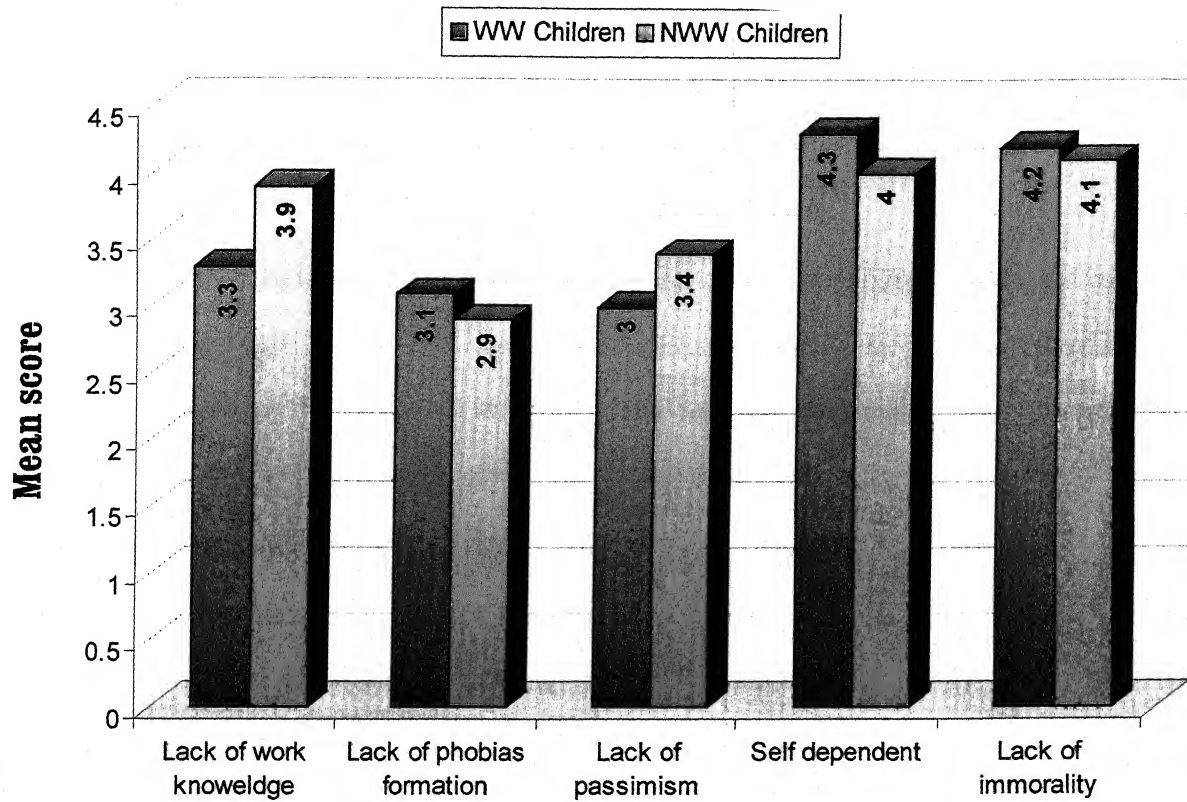


Fig. 5.13: Distribution of children opinion on the basis of personality disintegration

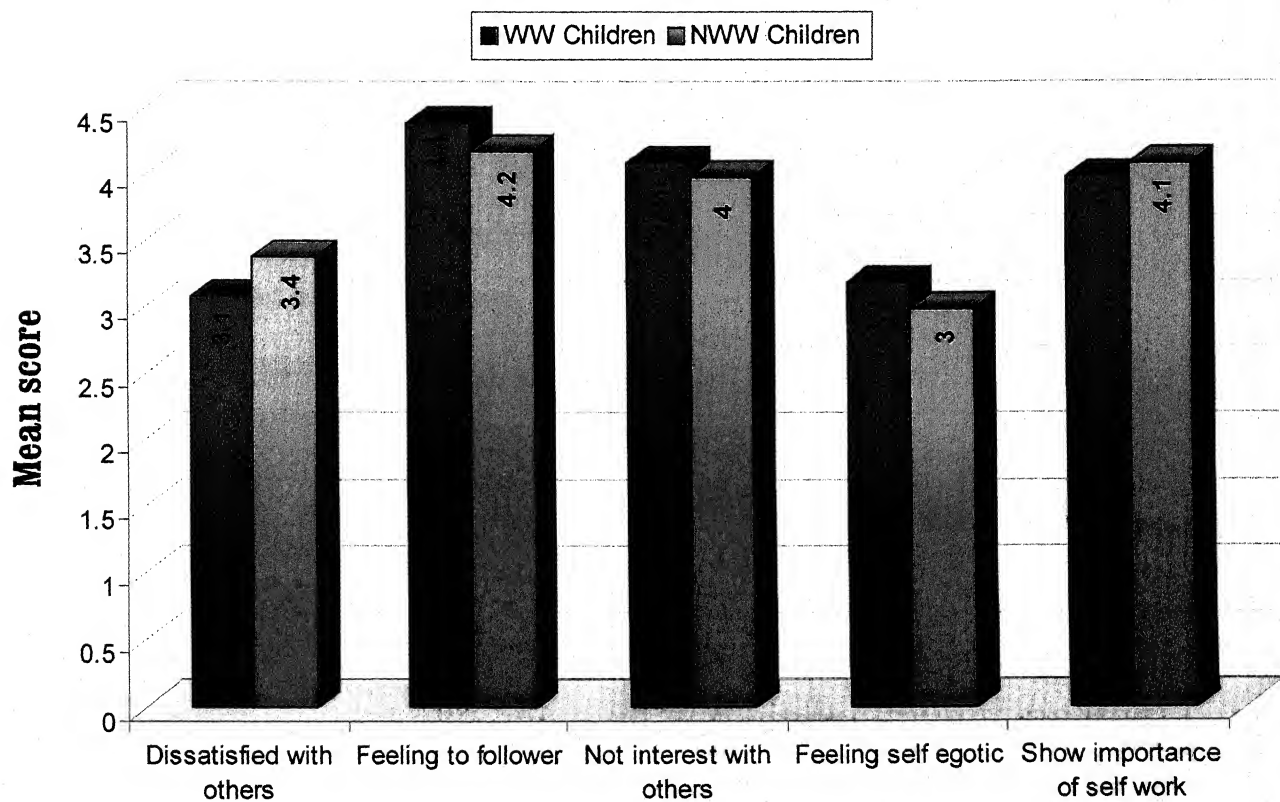


Fig. 5.14: Rank wise distribution of late childhood children according to lack of independence

the individual's behaviour. Individual affects other individual through his personality. Thus personality manifests in his various activities. In short, personality is the total quality of the attitudes, interests, capacities and behaviour patterns which are manifested in the individual's relation with the environment.

The environment of the home has a comprehensive influence on the development of personality. This influence, as a general rule, is according to the patterns found in a particular culture. In the family the relation of child with the parents is the most intimate. The cultural development of the child is very much influenced by the behaviour of the parents, e.g. a child brought up in Indian family.

Parents are more powerful and efficient than the child. Hence they are the ideals before him. The child wants to become like his parents. Thus he establishes his identification with either of the parent and tries to follow his manners, ways and behaviour. The child also fulfils his frustrated desires through this identification. It has been observed that the little boy wear the big shirt of the father and walks proudly like him with a stick in his hand. This identification with the parents in the childhood is later on converted into the identification of the individual with the leader. By the identification with the leader the individual is happy in leader's achievements and sorry for failures.

Table 5.17 Distribution of children's opinion on the basis of personality disintegration

Personality disintegration	WW		NWW	
	Scores	Rank	Scores	Rank
Lack of work knowledge	3.3	III	3.9	III
Lack of phobias formation	3.1	IV	2.9	V
Lack of pessimism	3.0	V	3.4	IV
Self dependent	4.3	I	4.0	II
Lack of immorality	4.2	II	4.1	I

Table 5.17 shows that distribution of children's opinion on the basis of personality disintegration, children of working women given rank I to self dependent and rank II to lack of immorality. Children of non working women have given rank I to lack of immorality and rank II self dependent. The emotionally mature is not one who necessarily has resolved all conditions that aroused anxiety and hasitility but it is continuously in process of seeing himself in clearer perspective, continually involved in a struggle to gain healthy integration of feeling, thinking action. The unfavourable emotional and social reactions resulting from deprivation of affection leave their mark on the child's developing personality. The emotionally starved child is self-bound, shows little interest in others.

Table 5.18 Rank wise distribution of late childhood children according to lack of independence

Lack of independence	WW		NWW	
	Scores	Rank	Scores	Rank
Dissatisfied with others	3.1	V	3.4	IV
Feeling to follower	4.4	I	4.2	I
Not interest with others	4.1	II	4.0	III
Feeling self egotic	3.2	IV	3.0	V
Show importance of self work	4.0	III	4.1	II

Table 5.18 reveals that working women children have given rank I to feeling to follower and rank II to not interest to others work whereas in non working women children have given rank I to feeling to follower and rank II show importance of self work and third rank to not interest with others work. If parents have unrealistically high aspirations for their children, children will become embarrassed and ashamed and feel guilty when they realize, from parental criticism, that they have fallen below these expectations. Temperament is persistent, the emotions that become dominant affect children's personalities and through them, their personal and social adjustments. Shy children are afraid to talk to others so other people do not talk to them. This encourages children to be come self-bound.

(C) Compare of social and emotional development of late childhood children

Table 5.19 Correlation coefficient between SES and emotional development of WW and NWW

SES	r	
	Working women	Non working women
Age	0.4212*	0.4451*
Family type	0.2108	0.1618
Family income	0.7121*	0.5907*
Mother's occupation	0.6403*	0.0121
Mother's education	0.5126*	0.4810*

(* Significant at 5 per cent)

Table 5.18 depicts that correlation coefficient between socio-economic status and emotional development of working women and non-working women children, age, income, mother's occupation and mother's education significantly positively correlated with aspects of emotional development and age, family income and mother's education was also correlated with emotional development. According to age of children emotional development changes time to time and mother's education plays an important role in late childhood for emotional development. Emotions play such an important role in life, it is essential to know how they develop and how they affect personal and social adjustments. Studying children's emotions is difficult because getting information about the subjective aspects of the emotions can come only from introspection.

Table 5.20 Correlation coefficient between WW and NWW in five emotional areas

Emotions areas	r
Emotional unstability	0.7813*
Emotional regression	0.6412*
Emotional maladjustment	0.6024*
Personality disintegration	0.8311*
Lack of independence	0.5142*

(* Significant at 5 per cent)

Table 5.20 shows that correlation coefficient between working and non-working women's children in five emotional areas, emotional instability, emotional regression, emotional maladjustment, personality disintegration and lack of independence of children of working women was significantly correlated with non-working women's children. Emotional instability broad factor representing syndrome of lack of capacity to dispose off problems, irritability needs, constant help for one's day to day work, vulnerability, stubbornness and temper tantrums. Emotional regression is also a broad group of factors representing such syndromes as feeling of inferiority, restlessness, hostility, aggressiveness and self centredness. Social maladjustment shows lack of social adaptability, reclusive but boasting and liar and shirker. Personality disintegration represent like reaction, phobias, formation, rationalization, pessimism and immorality. Lack of independence shows is egotistic and lacks 'objective interests', people think of him an unreliable person.

(D) Factors hindering social and emotional development

Table 5.21 Factors affecting social development of WW and NWW children

Factors affecting social development	Children of WW	Children of NWW
Physique and health	72 (90.0)	74 (92.5)
Family	68 (85.0)	70 (87.5)
Neighbourhood and school	52 (65.0)	58 (72.5)
Recreation	49 (61.2)	59 (73.7)
Personality	64 (80.0)	62 (77.5)
Inferiority complex	72 (90.0)	64 (80.0)
Peer group	74 (92.5)	66 (82.5)

Table 5.21 reveals that factors affecting social development of WW and NWW children, 90.0 per cent working women's children have feeling inferiority complex and physique and health. 92.5 per cent children have affecting to peer group because they have lived alone. More than 90.0 per cent non-working women children have affected physique and health whereas 87.5 per cent from family.

More than 80.0 per cent children of non-working women have faced inferiority complex and peer group of friends. Parents in the childhood is later on converted into the identification of the individual with the leads. By the identification with the leads the individual is happy in leader's achievements and sorry for failures.

The children who have good physique and personality they attain a good place in their group and society. In different circumstances they are able to adjust themselves. They are always superior in sports and they get more opportunities for learning in society. Socio-economic status and the environment of family affects the social development of the child. In bigger families although there cannot be proper caring and nursing of children but still they get more chances to learn from the behaviour of other children. They learn from family only the qualities of cooperation, responsibility, partiality and ignorance. Child follows the same social attitudes as the other members of the family do II. School and neighbourhood also play an important role in the social development of a child. The behaviour of the neighbours (children and adults) affect a lot.

In school the teachers and friends also influence him. In groups he develops the skills of learning, cooperating, understanding and group feeling, he is face to face with social behaviour and problems II. By providing more occasions and facilities of recreation child can be kept busy with friends, sports and outings. Availing these facilities he becomes more cheerful which in turn makes him more fit for various social situations.

It influence the social development of child those who have inferiority complex and inadequacy they lack confidence in them. These do not fit with the society. The children with a feeling of inferiority complex are unable adjust in social gather. They keeps them isolated form other. The friend circle affects the learning power of the children. In bigger group, team they easily the social values.

Among the various social groups, the family occupies the first and the most significant influence for the social development of the child. It does not only provide the hereditary transmission of basic potential for his development, but also provide environmental conditions, personal relationship and cultural patterns. The home devices its force in the life of the child from one salient psychological fact namely, the determinative weight of early associations and conditionings in later conduct. Research investigators have noted the potency of early conditionings and that long before the child reaches school age his native tendencies are heavily overlaid with a superstructure of conditional reactions. Chauhan (1963) found that truants lacked love of the mother in early year of development. Parent child relations have various dimension of interaction and as such, remain basic for socialization of the child. Child's acquisition form the parents in terms of "acceptance" rejection, dominance-submission, 'lovelate', 'democracy authoritarianism, 'trust distrust', 'award punishment, tolerance etc. determine his adjustment and potentiality of behaviour not only in the family but in other social spheres of interaction as well. Parent child relationship determine behavioural adjustment of the child in family as well in other areas. They found that the dropout parents in the treatment toward children given significantly greater weight to punishment, cooperation and autocracy. The non-dropout parents lay significantly greater emphasis upon possession, trust help love and dominance.

Any other factors hindering for social development such as main factor is physiological factor. Growth and social functioning are influenced by physiological factors. The child who is slightly deficient in physical trait may experience in relation to his own aspirations, a slight handicap in social relation in his age groups. Certain factors of the nervous system and the endocrine glands play their part in determining the child's patterns of action and outlook one life. Bose and Biswas

(1972) conducted a study on the social world of some physically handicapped children developed marked differences between "ideal self" and "self concept" under the influence of in congenial interactions with different personalities present in their social lives. As a victim of diseases, they were a social but not anti-social.

(1) Religion

Like home, religion has long been regarded as a primary social institution. Religion plays a dominant part in the determinant of the direction of social functioning of the child. Religion is also of dominant influence in the determination of social attitudes.

(2) Government

Government is tremendously potent factor in the determination of the conduct lies in the individual. Brij Mohan (1969) has advocated for the reorientation of social policy for the welfare of the children. Government frames social policy for removing poverty and appalling backwardness of the India masses that is just conducive to the individual development.

(3) Language

Language in many ways, is the most fundamental of institutions. The basis of the fundamental importance of language is social functioning suppose for example, that language and the communicative arts were to be blotted out on the instant, social functioning, both of individuals and groups, would be temporarily at a stand still and impaired permanently.

(4) Education

As a social institution that determines the growth of individuals, education is second to known. It is the agency that society has set up to allow the child a period of experimental social functioning and growth. The school, like the family, is a potent institution in development of the social behaviour of the child. It provides a

complex of social situations or minotaur social world in which children live and perform their function in interaction and under the guidance of the teachers.

(5) Peer group

The child is introduced to the social world outside his family, mainly for play purpose and for seeking friends of his choice in the immediate neighbourhood. The peer group satisfy various needs of the children like acceptance, achievement, affection, approval, belongingness, fame and recognition, expression of thought and opinion etc. They play an important role in the social development of the child because of their emphasis on education in the rights of others, in acceptance of common group rules and discipline, in mutual understanding and cooperation, in play and activities and in the consciousness of a sense of justices.

(6) Physical environment

In these days of considerable urbanization, much attention has been given to the effects of certain special types of environments, such as population, congestion, upon social behaviour, it has been established that there is a lower incidence of juvenile delinquency in the areas contiguous to play field than other parts of congested areas.

(7) Class status

The role of class status in adjustment is illustrated in the results of an investigation by Hertz (1949), Kuhlén and Lee (1943) pointed out that an acceptable social status is necessary for a satisfactory social development. Different pattern of social behaviour are manifested by children from different social development. Different patterns of social behaviour are manifested by children from different social strata and socialization in any given instance cannot be understood without taking this fact into account. In India, the constitution has provided special privileges to the scheduled caste and scheduled tribes. Still they have not been fully

assimilated into the main stream of Hindu society. Untouchability has been declared illegal. Still there is a social distance between so-called upper castes and lower castes prejudice are prevalent in Indian society. All these factors play an important in the socialization process of Indian child.

The available evidences strongly support the view that through the genetic endowments provide the essential basis and set limits for both physical and psychological development, the potentialities of a child for functional activities depend upon the physical and socio-cultural ecology. The socio-cultural environment changes by a given set of relatively stable but subtle agents of forces in the form of rites and rituals, mythology and belief, ego ideals traditions and community practices, permeates into the fabric of plastic personality of the child through the parents, who, thus acquire the status of trustees of social norms and transmitters of the same to their off springs.

Table 5.22 Factors affecting emotional development of WW and NWW children

Factors affecting emotional development	Children of WW	Children of NWW
Intelligence	72 (90.0)	70 (87.5)
Sex	64 (80.0)	68 (85.0)
Social Environment	54 (67.5)	66 (82.5)
Family size	58 (72.5)	65 (81.2)
Socio-economic status	48 (60.0)	62 (77.5)
Personality	69 (86.3)	59 (73.7)
Self-confidence	68 (85.0)	62 (77.5)
Parent-child relationship	70 (87.5)	76 (95.0)

Table 5.22 shows that more than 85.0 per cent affecting factors of children working women intelligence, personality, self confidence and parent child relationship. Intelligence is found to be directly related with emotions in children due to intelligence they visualize the emotional situations and then express their reactions. It was analysed that feeble minded children have less emotions for fear

while more intelligent ones are highly sensitive for fearful conditions. In non-working women children, factors affecting more 85.0 per cent are intelligence, sex, social environment, family size and parent child relationship. The parents who are crazy about the caring and overprotective of their children, the children are more dependent on parents. Very strict parents, children are timid. There is a difference between emotions in girls and boys. Boys are comparatively less fear than girls. In same ways girls are more jealous. Family size play an important role in emotional development in children. In large families children learn to express their feelings very soon as they remain in contact with other children and elder members of the family. The children who have the fear of insecurity they are more fearful as compared to those who are confident about their protection. In socio-economic status as compared to lower-middle class the children of general class have more emotional stability. Lower-class children at all ages have more fears than children from middle and upper class backgrounds. They are especially afraid of violence, which troubles middle and upper class children very little. The extrovert learns more fears by imitating others than the introvert. Children may not show their emotional reactions directly, but they show them indirectly by restlessness, day dreaming, crying, speech difficulties and nervous mannerism. Factors of heredity and maturational growth (on which man has lesser control) the environment. Factor could be controlled and manipulated to offer conducive surroundings for the optimal emotional development and adjustments of the child. The provision to the child a happy home, optional exposure and a good learning environment in school and society for social learning would lead a normal emotional development and expressions.





SUMMARY
&
CONCLUSION



Chapter-VI

SUMMARY AND CONCLUSION

Socialisation is a practical problem of rearing children so that they will become adequate adult members of the society to which they belong. Research studies in Psychology and Anthropology in the last few decades have shown the relationship between parental practices in the upbringing of children and the behaviour patterns of adults. There are two ways in which unique types of thinking, feeling and modes of acting of a particular group of people get transmitted to the next generation (a) directly and formally as in educational programmes, and (b) informally through interactions between parents and their children which occur in the course of child-rearing. These interactions include the parents expression of attitudes, values, interests and beliefs as well as their caretaking and training behaviour. Some of this informal learning arises through interactions with relatives, neighbours, peer groups and teachers. The mother can make it clear to the child whether her intention is to control the child's behaviour for the moment or to modify his behaviour permanently. The words "now" and "next time" become very useful to make the child understand the intentions of the mother. The words "good" and "bad" become very powerful to modify the behaviour of the child both before he learns to use these words himself and after he has acquired their use. They can become much more effective than either emotional expressions or actions like beating etc., to modify the child's behaviour and to enable him to learn the appropriate ways of behaving in the given situation.

The mother has much to teach the child or to help him to learn. He has to learn the motor activities that will enable him to manipulate the objects in his environment. He has to learn eating habits, drinking habits, toileting, independence,

responsibility, speaking, understanding speech and so on. He must learn what are desirable things to have and what are the undesirable things he has to avoid or give up. The child must develop proper control of his aggressive impulses and learn to put up with frustrations and failures. He must learn what is "good" and what is "bad", what is approved by his parents and what is not approved by them. He has to learn the names and functions of things and how to manipulate them. He must learn the proper ways of behaving towards his parents, brothers or sisters and other members of the family, the relatives who come to the house and the visitors who drop in.

Emotions and feelings play a great role during infancy and childhood and an individual's emotional development has a profound influence on his effectiveness and happiness as a person. Emotions are both constructive and destructive. Excessive emotion disrupts actions; it also leads to destructive actions; it makes a person restless and acutely uncomfortable. But emotions also give zest to life. One of the aims of child-rearing is to produce individuals who can meet the pain, sorrow and frustration that are inescapable in life without being overwhelmed by them and who can appreciate all the joys that life can offer. Proper emotional development prepares the individual to appreciate the pleasurable aspects of emotion and to cope with unpleasantness in a constructive manner. The well-developed personality should be expressive and emotionally responsive in a disciplined manner.

By six months the distress develops into the emotions of fear, disgust and anger. By 12 months delight differentiates itself to elation and affection. By 18 months the child is able to show affection for children; but around this age jealousy also develops. The last emotional feeling to differentiate itself is joy, around 24 months. Thus by the end of the second year the child is fully equipped with various emotions and feelings and is ready for the further growth during the pre-school

period. As noted above from the third to about the sixth year the child goes through the critical period of what Freud has identified as the Oedipus complex; after its resolution, the boys identifies himself with the father and develops masculine behaviour, and the girl identifies herself with the mother and develops feminine behaviour.

Although the employment of the mother per se was not the overwhelmingly influential factor in the socio-emotional and educational development of the children, the difference between the children of working and non-working mothers with regard to certain aspects of the socio-emotional and educational development of their children emerged to be significant in the case of children within the middle socio-economic class. In general in the case of children within the middle socio-economic class, maternal employment was found to have a positive effect on certain aspects of their socio-emotional and educational development. The results obtained led to the following conclusions.

Research methodology

The study was conducted in Moradabad district. Four Hindi and four English medium schools were selected in this study area. Total 160 children were selected in this study. Dependent and independent variables were used such as age, caste, religion and social, emotional development, maturity etc. The statistical tools were used such as weighted mean, rank, correlation etc.

Major findings

Distribution of late childhood children according to age-group, 47.5 per cent working women children are belonging to 8 to 10 years age-group while 52.5 per cent children of non working women are belonging to same age group. 32.5 per cent WW children and 35.0 per cent NWW children are belonging to 10 to 12 years age group. In

late childhood children of age 6 to 12 years are very crucial age for social and emotional development.

Late childhood children according to education, 50.0 per cent WW and 53.7 per cent NWW children are reading to 5 to 6 class respectively, whereas 26.3 per cent WW and 31.3 per cent NWW children are reading 7 to 8 class. Majority more than fifty per cent children are reading 5 to 6 class. In family mother play an important role since during these formation years the child's interaction are confined up to large extent to the members of his family.

6.8 per cent non-working women's children are belonged to nuclear family and 61.3 per cent working women's children from nuclear family. Only 35.0 per cent children from joint family system, now-a-days joint family system disintegrate into nuclear family system and children forget their family relations and manners. Children of working women's feel neglected have a feeling of insecurity, develop bad habits, show anti-social behaviour and because mal-adjusted are not able to love and give affection to their children.

72.5 per cent working women in service class whereas 27.5 per cent in business. The financial problem of the family is solved by mothers who take up a job outside their homes.

61.3 per cent children related to mother who earned Rs. 10000 and above monthly whereas 27.5 per cent children have related to mother who earned monthly Rs. 5000 to Rs. 10000. Life style of children of working women and NWW are different nature of late childhood of WW emotionally and socially changes to NWW children.

Majority of children (43.7 %) are from family whose monthly income Rs. 5000 to Rs. 10000 whereas 23.8 per cent from Rs. 10000 to Rs. 15000. 47.5 per

cent children of non-working women's family their monthly income Rs. 5000 to Rs. 10000 and minimum 5.0 per cent children's family earned Rs. 15000 and above monthly. Lower income group children at all ages have more fears than children from middle and upper class backgrounds. They are especially afraid of violence, which troubles middle and upper class children very little.

78.7 per cent children have from Hindu families whereas 16.9 from Muslim families. Religion and family culture plays an important role in social and emotional development of late childhood. The child who is well accepted by members of the family group will experience a dominance of the pleasant emotions, while a child who is rejected or neglected by the family group members will experience a dominance of the unpleasant emotions.

72.5 per cent children of non-working women fathers are working in business class whereas 65.0 per cent children of working women fathers in service. Family environment and atmosphere are depending over the head of the family occupation. Relationships with family members, not parents alone, but siblings and grandparents affect children attitudes toward outsiders.

Social behaviour in childhood of WW and NWW, rank I generosity and rank II to cooperation of working women children. In non-working women children have give rank I to dependency and rank II to sympathy, rank II to generosity. Young children are incapable of sympathetic behaviour until they have been in situations similar to those of a person in distress. Depending on others for help, attention and affection motivates children to behave in a socially approved way children who are independent lack this motivation. Negatism is resistance to pressures from others to behave in a certain way. It usually begins during the second year of life and reaches a peak between 3 to 6 years.

Three dimensions of social maturity, personal adequacy, inter-personal adequacy and social adequacy. These three dimensions further divided into sub-groups. In personal adequacy – work orientation, self directions and ability to take stress in inter-personal adequacy – communication, enlightened trust and cooperation and in social adequacy – social commitment, social tolerance and openness to change. Working women children were given highest rank to work orientation and second rank to self direction, ability to take stress, so working women children feels alone and self centered. Non working women children's were given highest rank to work orientation and second rank to self direction, cooperation and social commitment.

Correlation coefficient between working women and non working women and social development sub-dimension, personal adequacy like work orientation, self-direction and ability to take stress was positively significantly correlated with WW and NWW. Parental expectations motivate children to put forth effort to learn to behave in a socially acceptable way. Social development means acquisition of the ability to behave in accordance with social expectations.

Childhood emotions rank I and most important babyhood in working women and rank II fear, anger and third to anxiety. In non working women first rank to anxiety and rank II to fear, anger and jealousy. Fear is an internal realization in which the person tries to away from dangerous conditions. In the state of fear children develop the symptoms of crying, trembling, lowering of heart beat and increase blood pressure. Shyness is a form of fear characterized by shrinking from contact with others who are strange and unfamiliar. Children feel shy of strangers. Anxiety is an uneasy mental state concerning impending or anticipated ill. It is marked by apprehension, uneasiness and foreboding from which the individual cannot escape. Anger is a more frequently expressed emotion in childhood than fear

in its different forms. The situations that give rise to anger involve restraint : interference with movements children wish to make, either by others or by their own inabilities. It is an outgrowth of anger, giving rise to an attitude of resentment directed toward people. Most childhood jealousies are home grown and home environment. Distribution of emotional instability according to children of WW and NWW, Children of working women have given rank I to fear with coming circumstances and rank II to feel imitated himself and rank II to feel jealous to others. Working women children are living alone so they fear alone and not interacted with others. In non-working women, children have given rank I to feel jealous to others, rank II to fear with circumstances and rank III to work close the before reaching the target.

Emotional regression of children according to WW and NWW, children of working women have given rank I to feeling of self-centred followed by rank II to feeling of restlessness. Pleasant emotions improve children's looks while unpleasant emotions distort the face and make children less attractive than they are, because people are attracted or repelled, by facial expressions. Non-working women children have given rank I to feeling of inferiority and rank II to feeling of hostility.

Emotional maladjustment working women children have given rank I to liar and shirker and rank II to seclusive but boasting whereas non working women children have given rank I to lack of social adaptability and rank II to seclusive but boasting. Emotions that are very strong at certain ages wane in strength as the child grows older, while others, formerly weak, become stronger.

Children's opinion on the basis of personality disintegration, children of working women given rank I to self dependent and rank II to lack of immorality. Children of non working women have given rank I to lack of immorality and rank II

self dependent. The emotionally mature is not one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continuously in process of seeing himself in clearer perspective, continually involved in a struggle to gain healthy integration of feeling, thinking action.

Working women children have given rank I to feeling to follower and rank II to not interest to others work whereas in non working women children have given rank I to feeling to follower and rank II show importance of self work and third rank to not interest with others work. Shy children are afraid to talk to others so other people do not talk to them. This encourages children to be come self-bound.

Socio-economic status and emotional development of working women and non-working women children, age, income, mother's occupation and mother's education significantly positively correlated with aspects of emotional development and age, family income and mother's education was also correlated with emotional development.

Correlation coefficient between working and non-working women's children in five emotional areas, emotional instability, emotional, emotional regression, emotional maladjustment, personality disintegration and lack of independence of children of working women was significantly correlated with non-working women's children. Emotional instability broad factor representing syndrome of lack of capacity to dispose off problems, irritability needs, constant help for one's day to day work, vulnerability, stubbornness and temper tantrums. Lack of independence shows is egotic and lacks 'objective interests', people think of him an unreliable person.

Social development of WW and NWW children, 90.0 per cent working women's children have feeling inferiority complex and physique and health. 92.5 per cent children have affecting to peer group because they have lived alone. More than 90.0 per cent non-working women children have affected physique and health whereas 87.5 per cent from family. Good physique and personality they attain a

good place in their group and society. Socio-economic status and the environment of family affect the social development of the child. The children with feeling of inferiority complex are unable adjust in social gather. They keeps them isolated form other. The friend circle affects the learning power of the children. In bigger groups learn they easily the social values.

Affecting factors of children working women intelligence, personality, self confidence and parent child relationship. Intelligence is found to be directly related with emotions in children due to intelligence they visualize the emotional situations and then express their reactions. In non-working women children, factors affecting more 80.0 per cent are intelligence, sex, social environment, family size and parent child relationship. The parents who are crazy about the caring and overprotective of their children, the children are more dependent on parents. Very strict parents, children are timid. There is a difference between emotions in girls and boys. Boys are comparatively less fear than girls. In same ways girls are more jealous. The extrovert learns more fears by imitating others than the introvert. Children may not show their emotional reactions directly, but they show them indirectly by restlessness, day dreaming, crying, speech difficulties and nervous mannerism.

Suggestions, recommendation and policy implications

1. A further investigation is desirable to study the working mother in the middle socio-economic class particularly with respect to the mothers aspirations and ambitions for herself and for her children.
2. A study on the different types of substitute care a mother seeks and how she feels about leaving her child in the care of some one else.
3. Longitudinal study to determine the possible long term effects of maternal employment on the child.

4. An investigation into the attitudes of the mother towards her work keeping in view the possible circumstances which led her to work outside the home.
5. Since there appeared to be differences in child rearing of boys and girls as practiced by the working mothers, a more detailed investigation to study this aspect appears desirable.





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APPENDICES



सामाजिक-आर्थिक स्थिति मापनी (Socio-Economic Status Scale)

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नाम

आयु

विद्यालय/महाविद्यालय

कक्षा

पिता की नौकरी का पद या व्यवसाय

माता की नौकरी का पद या व्यवसाय

परिवार के सदस्यों की संख्या : भाई

बहन

अन्य

कुल

घर का स्थाई पता

आपके पिता (अभिभावक) कहाँ कार्यरत हैं ? शासकीय सेवा

☐

निजी संस्था

☐

व्यवसायी

☐

अन्य

☐

निर्देश

इस मापनी में आपके परिवार की सामाजिक-आर्थिक स्थिति के सम्बन्ध में कुछ प्रश्न दिये गये हैं। आप अपने परिवार के सम्बन्ध में उचित जानकारी देने हेतु सम्बन्धित खाने में ☒ सही का निशान लगाईये।

आपके द्वारा दी हुई जानकारी गुप्त रखी जायेगी इसलिए निःसंकोच उत्तर दीजिए।

प्राप्तांक	सामाजिक-आर्थिक स्थिति का स्तर

आरोही मनोविज्ञान केन्द्र, दत्ता एण्ड चड्ढा एनक्लेव, साउथ सिविल लाईन्स, जबलपुर
(2005)

(1)

1. आपके परिवार की अनुमानित कुल मासिक आय कितने रुपये है ?
चालीस हजार से अधिक ☐ पच्चीस हजार से चालीस हजार तक ☐
दस हजार से पच्चीस हजार तक ☐ दस हजार से कम ☐
2. आपका मकान कहाँ स्थित है ?
जहाँ काफी धनाढ्य लोग रहते हैं ☐ जहाँ मध्यम वर्गीय धनाढ्य लोग रहते हैं ☐
जहाँ अधिकांश मध्यम वर्गीय लोग रहते हैं ☐ जहाँ निम्न वर्गीय लोग रहते हैं ☐
3. आपके मकान में कितने कमरे हैं ?
पाँच से अधिक ☐ चार कमरे ☐
तीन कमरे ☐ दो कमरे ☐
4. आपके स्वयं के मकान तथा अन्य सम्पत्ति का अनुमानित कितने रुपये मूल्य होगा ?
चालीस लाख से अधिक ☐ बीस लाख से चालीस लाख तक ☐
दस लाख से बीस लाख तक ☐ दस लाख या कम ☐
5. आपके पिता ने कहाँ तक शिक्षा पाई है ?
स्नातकोत्तर या इससे अधिक ☐ स्नातक स्तर तक ☐
उच्चतर माध्यमिक स्तर तक ☐ माध्यमिक स्तर या कुछ भी नहीं ☐
6. आपकी माता ने कहाँ तक शिक्षा पाई है ?
स्नातकोत्तर या इससे अधिक ☐ स्नातक स्तर तक ☐
उच्चतर माध्यमिक स्तर तक ☐ माध्यमिक स्तर या कुछ भी नहीं ☐
7. आपके भाई-बहनों ने कहाँ तक शिक्षा पाई है या पा रहे हैं ?
स्नातकोत्तर या इससे अधिक ☐ स्नातक स्तर तक ☐
उच्चतर माध्यमिक स्तर तक ☐ माध्यमिक स्तर या कुछ भी नहीं ☐
8. आपके पिता किसी संस्था या कार्यालय में किस पद पर कार्य करते हैं ?
प्रमुख अधिकारी ☐ सहायक अधिकारी ☐
कार्यालयीन कर्मचारी ☐ सामान्य कर्मचारी/स्वयं का व्यवसाय ☐
9. आपकी माता किस पद पर कार्यरत हैं ?
उच्च अधिकारी ☐ सहायक अधिकारी ☐
कार्यालयीन कर्मचारी ☐ गृहणी ☐
10. आपके भाई-बहन किसी संस्था या कार्यालय में किस पद पर कार्यरत हैं ?
उच्च अधिकारी वर्ग ☐ मध्यम अधिकारी वर्ग ☐
सामान्य कर्मचारी वर्ग ☐ कार्य नहीं करते ☐

(2)

11. आपके माता-पिता अनुमानित कुल कितने रुपये वार्षिक आयकर देते हैं ?

बीस हजार से अधिक

☐

दस हजार से बीस हजार तक

☐

दस हजार से कम

☐

कुछ भी नहीं

☐

12. आपके घर में कुल कितने वाहन हैं ?

एक से अधिक कारें और कुछ छोटे वाहन

☐

एक कार एवं एक या दो छोटे वाहन

☐

एक मोटर सायकिल या स्कूटर

☐

एक सायकिल या कुछ भी नहीं

☐

13. आपके घर में पेट्रोल पर प्रतिमाह अनुमानित खर्च कितने रुपये आता है ?

तीन हजार से अधिक

☐

एक हजार से तीन हजार तक

☐

पाँच सौ से एक हजार तक

☐

कुछ भी नहीं (पेट्रोल वाहन नहीं हैं)

☐

14. आपके परिवार में प्रतिमाह टेलीफोन एवं मोबाईल का अनुमानित खर्च कितने रुपये आता है ?

तीन हजार से अधिक

☐

पन्द्रह सौ से तीन हजार तक

☐

पाँच सौ से पन्द्रह सौ तक

☐

पाँच सौ से कम

☐

15. आपके घर में प्रतिमाह बिजली का अनुमानित खर्च कितने रुपये आता है ?

दो हजार से अधिक

☐

एक हजार से दो हजार तक

☐

पाँच सौ से एक हजार तक

☐

पाँच सौ से कम

☐

16. आपके घर में पत्र-पत्रिकाओं पर प्रतिमाह अनुमानित खर्च कितने रुपये होता है ?

दो सौ से अधिक

☐

सौ से दो सौ तक

☐

सौ से कम

☐

बिलकुल नहीं

☐

17. आपकी शिक्षा पर प्रतिमाह अनुमानित खर्च कितने रुपये आता है ?

एक हजार से अधिक

☐

पाँच सौ से एक हजार तक

☐

एक सौ से पाँच सौ तक

☐

एक सौ से कम

☐

18. आपको प्रतिमाह कितने रुपये जेब खर्च मिलता है ?

एक हजार से अधिक

☐

पाँच सौ से एक हजार तक

☐

एक सौ से पाँच सौ तक

☐

एक सौ से कम

☐

19. आपके घर में घरेलू कार्य के लिए कितने नौकर हैं ?

तीन या अधिक

☐

दो

☐

एक

☐

एक भी नहीं।

☐

20. समाज में आपके परिवार की स्थिति क्या है ?

उच्च वर्गीय

☐

उच्च मध्यम वर्गीय

☐

मध्यम वर्गीय

☐

निम्न वर्गीय

☐

(3)

21. सामाजिक कार्यक्रमों में आपके पिता या माता किस हैसियत से बुलाये जाते हैं ?
अध्यक्ष या मुख्य अतिथि ☐ आमन्त्रित सदस्य ☐
सामान्य सदस्य ☐ नहीं बुलाये जाते ☐
22. किसी समारोह में आपके माता-पिता को कहीं बैठने का स्थान सुरक्षित रखा जाता है ?
प्रथम पंक्ति में ☐ मध्य पंक्तियों में ☐
पीछे के पंक्तियों में ☐ अनिश्चित ☐
23. आपके माता/पिता किसी क्लब या सामाजिक संस्था में प्रायः किस मानसेवी पद पर रहते हैं ?
अध्यक्ष ☐ सचिव ☐
सामान्य सदस्य ☐ किसी भी संस्था के सदस्य नहीं हैं ☐
24. क्या त्यौहारों पर अन्य व्यक्ति आपके माता-पिता के पास अपना सम्मान प्रगट करने आते हैं ?
सदैव ☐ कभी-कभी ☐
बहुत कम ☐ कभी नहीं ☐
25. क्या आपके माता-पिता के पास परिचित व्यक्ति अपनी घरेलू समस्या के सम्बन्ध में सलाह लेने आते हैं ?
सदैव ☐ कभी-कभी ☐
बहुत कम ☐ कभी नहीं ☐
26. आप अपने परिवार के साथ देश के अन्य भागों की वर्ष में कितने बार यात्रा करते हैं ?
तीन बार से अधिक ☐ दो से तीन बार ☐
एक से दो बार ☐ एक बार भी नहीं ☐
27. विशेष अवसरों/त्यौहारों पर आपके परिवार का खर्च किस प्रकार नियोजित है ?
बचत का प्रावधान है ☐ सरलता से चल जाता है ☐
कठिनाई से चलता है ☐ कोई बचत नहीं है ☐
28. आपके माता-पिता धार्मिक/सामाजिक संस्थाओं के दान के लिए क्या बचत कर लेते हैं ?
अत्यन्त सहजता से ☐ सहजता से ☐
कठिनाई से ☐ नहीं कर पाते ☐
29. आपके परिवार की आर्थिक आवश्यकताओं की पूर्ति किस प्रकार होती है ?
अत्यन्त सहजता से ☐ सरलता से ☐
सामान्य रूप से ☐ कठिनाई से ☐
30. आपके परिवार की सामाजिक-आर्थिक स्थिति से क्या आप सन्तुष्ट हैं ?
पूर्ण रूप से ☐ आंशिक रूप से ☐
अनिश्चित ☐ असन्तुष्ट हैं ☐



T. M. No. 458715

Dr. Yashvir Singh (Agra)
Dr. Mahesh Bhargava (Agra)

CONSUMABLE BOOKLET
OF

E M S

(Hindi Version)

कृपया निम्न सूचनाएँ दीजिए :-

नाम
आयु लिंग शिक्षा
व्यवसाय नासिक आय
विवाहित/अविवाहित ग्रामीण/शहरी
बच्चों की संख्या

निर्देश

इस प्रपत्र में आपसे सम्बन्धित कुछ प्रश्न दिये गये हैं जिनका उत्तर आपको प्रत्येक प्रश्न के सामने दिये गये पाँच विकल्पों में से किसी एक को चुनकर देना है तथा जो विकल्प आपके लिये उपयुक्त हो उसी के नीचे वाले खाने (☐) में सही का चिह्न (☒) लगा देना है। आप अपने उत्तर स्वाभाविक रूप से दें तथा कुछ भी सोचने की आवश्यकता नहीं है। आप जैसा अनुभव करते हैं वैसे ही उत्तर दें।

आप विश्वास रखें आपकी सूचनाएँ गुप्त रखी जाएँगी।

Scoring Table

क्षेत्र (Area)	क	ख	ग	घ	च	योग (Total)
प्राप्तांक (Score)						

Estd. : 1971

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NATIONAL PSYCHOLOGICAL CORPORATION

4/230, KACHERI GHAT, AGRA - 282 004 (U. P.) INDIA

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Emotional Maturity Scale (Hindi Version)

(2)

	अत्यधिक (5)	बहुधा (4)	अनिश्चित (3)	प्रायः (2)	कभी नहीं (1)
क—1. क्या आप मानसिक उलझनों में फँसे रहते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. क्या आप आने वाली परिस्थितियों से घबड़ा जाते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. क्या आप अपनी मंजिल तक पहुँचने से पहले ही काम को छोड़ देते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. क्या आप अपने कार्यों को पूरा करने के लिए किन्हीं दूसरे व्यक्ति/व्यक्तियों का सहारा लेते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. क्या आपकी इच्छाओं व उद्देश्यों में अलगाव है?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. क्या आप अपने में चिड़चिड़ापन महसूस करते हैं ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. क्या आप अपने को जिद्दी महसूस करते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. क्या आप दूसरे लोगों से ईर्ष्या महसूस करते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. क्या आपको क्रोध के कारण गुस्सा आ जाता है?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. क्या आप काल्पनिक तरंगों में डूब जाते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ख—11. क्या आप अपने लक्ष्य की प्राप्ति न होने पर अपने में हीनता महसूस करते हैं ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. क्या आप अपने में बेचैनी अनुभव करते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. क्या आप शिकायत कर देते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. क्या आप अपने दोष दूसरे के सिर मढ़ देने का प्रयत्न करते हैं ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. क्या आपकी किसी से सहमति न होने पर आप उससे लड़ने को तैयार हो जाते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. क्या आप स्वयं को थका सा महसूस करते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. क्या आपका व्यवहार अपने साथियों या अन्य व्यक्तियों से आक्रामक (Aggressive) हो जाता है?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(3)

	अत्यधिक (5)	बहुधा (4)	अनिश्चित (3)	प्रायः (2)	कभी नहीं (1)
18. क्या आप काल्पनिक उड़ानों में डूबे रहते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. क्या आप अपने को आत्म-केन्द्रित (Self-centred) अनुभव करते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. क्या आप अपने को आत्म-असन्तुष्ट (Self-dissatisfied) अनुभव करते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ग—21. क्या आपका मित्रों एवं साथ के व्यक्तियों से सामंजस्य नहीं बैठता है?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. क्या आप अन्य व्यक्तियों से घृणा करते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. क्या आप आत्म प्रशंसा करते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. क्या आप सामाजिक अवसरों में शामिल होने से कतराते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. क्या आप स्वयं के लिए अपना अधिकांश समय लगाते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. क्या आप झूठ बोल देते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. क्या आप डींगें मारते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. क्या आप अकेलेपन को ही अधिक पसन्द करते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. क्या आप स्वभाव से घमण्डी हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. क्या आप कामचोर व्यक्ति हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
घ—31. क्या आप किसी कार्य को चाहते हुए भी न जानने का बहाना करते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. क्या आप किसी कार्य को न जानते हुए भी जानने का दिखावा करते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. क्या आप अपने को दोषी मानते हुए स्वीकार करने की अपेक्षा अपने को न्यायोचित ठहराते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. क्या आप किसी भी प्रकार के भय से पीड़ित हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(4)

	अत्यधिक (5)	बहुधा (4)	अनिश्चित (3)	प्रायः (2)	कभी नहीं (1)
35. क्या आप मानसिक सन्तुलन खो देते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. क्या आप किसी प्रकार की चोरी के आदी हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. क्या आप नैतिक नियमों की परवाह न कर मनमर्जी करते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. क्या जीवन के प्रति आपका दृष्टिकोण निराशावादी है?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. क्या आपकी इच्छा-शक्ति दुर्बल है?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. क्या आप दूसरे व्यक्ति के विचारों से असहमत रहते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
च-41. क्या लोग आपको अविश्वसनीय समझते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. क्या लोग आपकी बात से असहमत हो जाते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. क्या आप अनुगामी (Follower) रहना पसन्द करते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. क्या आप अपने समूह के विचारों से असहमत रहते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. क्या लोग आपको गैर जिम्मेदार व्यक्ति समझते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. क्या आप दूसरों के कार्यों में रुचि नहीं दिखाते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. क्या लोग आपसे कार्य करने में सहायता लेने के लिए झिझकते हैं?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. क्या आप अपने कार्यों को अन्य व्यक्तियों के कार्यों की अपेक्षा अधिक महत्व देते हैं ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Vineland Social Maturity Scale

Indian Adaptation - Dr. A.G. Malin

Name Sex Age

Father's Profession Education

Mother's Profession Education

Raw Score	Social Age	Social Quotient

आयु 0-1 वर्ष

क्र.	परीक्षण पद	अंक
1.	गले से स्वर निकालना ।	<input type="checkbox"/>
2.	सिर का सन्तुलन कर लेना ।	<input type="checkbox"/>
3.	अपनी पहुँच में आने वाली वस्तुओं को पकड़ना ।	<input type="checkbox"/>
4.	परिचित व्यक्तियों की ओर लपकना ।	<input type="checkbox"/>
5.	उलटना पलटना ।	<input type="checkbox"/>
6.	समीप में रखी वस्तुओं की ओर बढ़ना ।	<input type="checkbox"/>
7.	अपने आप व्यस्त रहना । खेलना ।	<input type="checkbox"/>
8.	बिना सहारा लिये बैठना ।	<input type="checkbox"/>
9.	पकड़कर खड़े हो जाना ।	<input type="checkbox"/>
10.	आवाज का अनुकरण करना ।	<input type="checkbox"/>
11.	किसी की सहायता लेकर कप या गिलास से पीना ।	<input type="checkbox"/>
12.	जमीन पर घूमना या सरकना ।	<input type="checkbox"/>
13.	अंगूठे व उंगलियों के द्वारा वस्तुओं को पकड़ना ।	<input type="checkbox"/>
14.	लोगों का ध्यान अपनी ओर आकर्षित करना ।	<input type="checkbox"/>
15.	अकेले खड़े होना ।	<input type="checkbox"/>
16.	लार नहीं टपकना ।	<input type="checkbox"/>
17.	सरल निर्देशों को समझ लेना ।	<input type="checkbox"/>

क्र.	परीक्षण पद	अंक
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आयु - 1 से 2 वर्ष

18. कमरे में बिना सहायता के घूमना ।
19. पेन्सिल या रंग से अंकित करना ।
20. भोजन चबाकर खाना ।
21. अपने मोर्चे एवं जूते उतार लेना ।
22. वस्तुओं को इधर से उधर रखना ।
23. सरल बाधाओं को पार करना ।
24. परिचित वस्तुओं को लाने या ले जाने का कार्य करना ।
25. बिना किसी की सहायता से कप या गिलास से पीना ।
26. बच्चों की गाड़ी से चलना ।
27. अन्य बच्चों के साथ खेलना ।
28. अपने हाथ से स्वयं खाना ।
29. घर व आँगन में चले जाना ।
30. खाने योग्य वस्तुओं को पहचानना ।
31. परिचित वस्तुओं के नाम और उनके उपयोग जानना ।
32. बिना सहायता से सीढ़ी चढ़ना ।
33. खाने के पूर्व मिठाई, चाकेलट के ऊपर से कागज हटा लेना ।
34. छोटे-छोटे वाक्य बोलना ।

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आयु - 2 से 3 वर्ष

35. शौचालय जाने के लिये पूछना ।
36. खेल संबंधी क्रियाओं को प्रारंभ करना ।
37. अपना कोट या पोशाक आदि उतारना ।
38. चम्मचकी सहायता से खाना ।
39. बिना सहायता के पानी पीना ।
40. हाथ पोंछ लेना ।
41. सामान्य बाधायेँ पार कर लेना ।
42. अपना कोट या पोशाक बिना किसी की सहायता से पहन लेना ।
43. कागज को मोड़ लेना ।
44. अपने अनुभवों को बताना ।

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आयु - 3 से 4 वर्ष

45. क्रम से सीढ़ी उतरना।
 46. दूसरे बच्चों के साथ मिलजुल कर खेलना।
 47. कोट या पोशाक के बटन लगा लेना।
 48. छोटे-मोटे घरेलू कामकाज में सहायता पहुँचाना।
 49. दूसरों के काम कर देना।
 50. किसी की सहायता लिये बिना अपने हाथ धो लेना।

आयु - 4 से 5 वर्ष

51. दैनिक क्रियाएं जैसे शौच आदि स्वयं करना।
 52. किसी की सहायता लिये बिना अपना मुँह धो लेना।
 53. किसी को बिना साथ लिये पास-पड़ोस में चले जाना।
 54. बाँधने के अतिरिक्त कपड़े बिना किसी की सहायता लिये पहन लेना।
 55. पेन्सिल या रंग आदि द्वारा चित्रकारी करना।
 56. प्रतियोगिता वाले खेलों में भाग लेना।

आयु - 5 से 6 वर्ष

57. स्केट्स, स्कूटर, पहिया गाड़ी, ट्रायसिकल या ऐसे ही साहस वाले उपकरणों से खेलना।
 58. सरल शब्द लिखना।
 59. मेज पर खेले जाने वाले सरल खेल खेलना।
 60. रुपये पैसे के विषय में ईमानदारी बरतना।
 61. बिना किसी की सहायता लिये स्कूल जाना।

आयु - 6 से 7 वर्ष

62. टोस्ट आदि पर मक्खन लगाने के लिये चाकू (बिना धार वाली) का प्रयोग करना।
 63. लिखने के लिये पेन्सिल का उपयोग करना।
 64. बिना किसी की सहायता लिये रात को सोने जाना।
 65. बिना किसी की सहायता लिये स्वयं नहा लेना।

आयु - 7-8 वर्ष

66. घड़ी देखकर ठीक समय बताना।
 67. चाकू से काटना आना।
 68. परिकथाओं व दंतकथाओं को अस्वीकार करना।
 69. पूर्व किशोरावस्था में खेले जाने वाले खेलों (बेसबाल, फुटबाल, बास्केटबाल) आदि सभी में भाग लेना।
 70. बालों में कंघी या ब्रश करना।

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आयु - 8 से 9 वर्ष

71. घरेलू औजारों (माली, बढई) व घरेलू बर्तनों का उपयोग करना।
72. दैनिक गृहकार्य करना।
73. अपनी पढ़ाई स्वयं करना।
74. स्वयं अपने कपड़े धो लेना।
75. खाते समय आवश्यकतानुसार अपने लिये खाद्य पदार्थ परोस लेना।
76. छोटी वस्तुओं की खरीददारी करना।
77. अपने शहर में स्वतंत्र रूप से घूम फिर लेना।

आयु - 10 से 11 वर्ष

78. अवसर के अनुकूल छोटे पत्र लिखना।
79. टेलीफोन का उपयोग कर लेना।
80. छोटे-छोटे कार्य करके पैसे कमाना।
81. पत्रों के उत्तर देना।

आयु - 11 से 12 वर्ष

82. सरल क्रियात्मक कार्य जैसे छोटे मॉडल बनाना।
83. अपनी व दूसरों की देखरेख करना।
84. पुस्तक, समाचार पत्र, पत्रिकाओं के पढ़ने का आनन्द उठाना।

आयु - 12 से 15 वर्ष

85. कौशलयुक्त खेल खेलना (बेसबाल, टेनिस, बास्केटबाल) एवं खेल की विधि व नियम समझना।
86. अपनी सम्पूर्ण साज-सज्जा स्वयं कर लेना।
87. अपने छोटे कपड़े (रिबिन, टाई, जूते, अन्डरवियर आदि) तह कर लेना।
88. किशोरावस्था के सामूहिक क्रियाकलापों में भाग लेना।
89. दैनिक जीवन के उत्तरदायित्वपूर्ण कार्यों को करना।

आयु - 15 से 17 वर्ष

90. पत्र द्वारा विचार-विनिमय करना।
91. तात्कालिक घटनाओं की जानकारी रखना।
92. दिन में बिना निरीक्षण के बाहर आ जाना।
93. स्वयं के लिए जेब खर्च मिलना।
94. अपने संपूर्ण कपड़े खरीद सकना।

(A) Factors affecting social behaviour of childhood

- | | | |
|-----|---|----------------------------|
| 1. | क्या आपको बाहर खेलना अच्छा लगता है? | हाँ/नहीं |
| 2. | क्या आपकी मम्मी आपको बाहर खेलने जाने देती है ? | हाँ/नहीं |
| 3. | आपको कौन-2 से खेल पसन्द हैं? | Indoor Games/Outdoor Games |
| 4. | क्या कभी आपकी मम्मी भी आपके साथ खेलती हैं? | हाँ/नहीं |
| 5. | आउटडोर गेम्स के लिए क्या आपकी मम्मी आपको बाहर जाने देती है? | हाँ/नहीं |
| 6. | क्या आप आने ही उम्र के दोस्तों के साथ खेलते हैं? | हाँ/नहीं |
| 7. | क्या आपकी मम्मी नये-नये दोस्त बनाने को मना करती है? | हाँ/नहीं |
| 8. | क्या आप अपने दोस्तों के साथ लड़ाई झगड़ा करते हैं? | हाँ/नहीं |
| 9. | क्या आपके भाई – बहन भी आपके साथ बाहर खेलने जाते हैं? | हाँ/नहीं |
| 10. | आपके दोस्त आपके पड़ोस के हैं या आपके स्कूल के हैं? | हाँ/नहीं |
| 11. | क्या आपके दोस्त आपस में बैठकर बात करते हैं? | हाँ/नहीं |
| 12. | क्या आपको कभी भी किसी भी कारण से ग्रुप से अलग किया गया है? | हाँ/नहीं |
| 13. | आपको अपने दोस्तों की कौन सी आदत अच्छी नहीं लगती है? | हाँ/नहीं |
| 14. | क्या आपको आपके दोस्त चिढ़ाते हैं? | हाँ/नहीं |
| 15. | क्या आपके टीचर भी आपको किसी कमी के कारण निगलेक्ट करते हैं? | हाँ/नहीं |
| 16. | क्या आप अपनी मम्मी के साथ पार्टी में जाते हैं? | हाँ/नहीं |
| 17. | अगर जाते हैं तो अपने मन से जाते हैं या मम्मी के कहने पर जाते हैं? | हाँ/नहीं |
| 18. | अपको पार्टी में जाना क्यों पसन्द नहीं है? | हाँ/नहीं |
| 19. | आपके दोस्तों से निगलेक्ट करने पर आप कैसा महसूस करते हैं? | हाँ/नहीं |
| 20. | आपको स्कूल में यदि कोई कार्यक्रम होता है तो क्या आप उसमें भाग लेते हैं? | हाँ/नहीं |

(B) Factors affecting Emotional behaviour of childhood

1. क्या आपके कोई छोटे भाई-बहन हैं? हाँ/नहीं
यदि हां तो कितने
2. आपके मम्मी-पापा किसको ज्यादा प्यार करते हैं? हाँ/नहीं
3. अगर आपके मम्मी-पापा आपके छोटे भाई-बहन पर अधिक ध्यान देते हैं तो आपको कैसा लगता है? हाँ/नहीं
4. क्या आप अपने भाई-बहन को प्यार करते हैं? हाँ/नहीं
5. आपको किसके साथ रहना अच्छा लगता है? मम्मी/पापा/छोटे भाई-बहन/दोस्त
6. क्या आपको अकेले रहना पसन्द है? हाँ/नहीं
7. क्या आप अपने साथ घटित होने वाली सभी बातों को मम्मी को बताते हैं? हाँ/नहीं
8. क्या आपका कोई दोस्त है आपको उसके साथ रहना पसन्द है तो क्यों? हाँ/नहीं
9. क्या आपकी मम्मी गलती करने में आपको समझाती है? हाँ/नहीं
10. घर में मम्मी के अलावा और कोई आपको प्यार करता है? हाँ/नहीं
11. क्या घर पर अपने छोटे भाई बहनों के साथ खेलते हैं ? हाँ/नहीं
12. घर पर मम्मी आपके साथ कितने समय तक रहती हैं ? हाँ/नहीं
13. जब मम्मी घर पर नहीं होती हैं तो आप किसके साथ रहते हैं?
भाई/बहन/रिश्तेदार/नौकर/अकेले
14. क्या छुट्टी वाले दिन मम्मी आपको घुमाने ले जाती है? हाँ/नहीं
15. क्या आप घर पर मम्मी के साथ घर के काम में मदद करते हैं? हाँ/नहीं
16. क्या आपको आपके अच्छे दोस्त की मम्मी ज्यादा अच्छी लगती है? हाँ/नहीं
17. क्या आपकी मम्मी आपके स्कूल का काम देखते हैं? हाँ/नहीं
18. क्या आपको अपने छोटे भाई-बहनों पर गुस्सा आता है? हाँ/नहीं
19. आपको छोटे भाई-बहन पसन्द हैं ? हाँ/नहीं
20. क्या आप अपनी समस्या मम्मी को बताते हैं? हाँ/नहीं



Interview with School Principal



Interview with the School girl



Interview with the School boy



Interview with the group in School

